

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 19, 2013

A.P.Hill Elementary School NCES - 510291001202

Petersburg City Public Schools

Transformation Toolkit

Key Indicators are shown in **RED**.

Transformation Toolkit				
Strand A: Establishing and Orienting the District Transformation Team				
Indicator	A1 - The LEA has an LEA transformation team. (879)			
Status	Objective Met 7/1/2013			
Assessment	Level of Development:		Initial: Limited Development 11/01/2012	
			Objective Met - 07/01/2013	
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		At the district level the transformation team consists of the Superintendent, Assistant Superintendent and the Director of Schools. Each school is expected to select team members for the new school year that will serve as the school improvement team and the leadership team. A.P. Hill's administrative team identifies mentors and prepares teachers to assume various leadership roles in the school year. A.P. Hill's Leadership team consists of Administrators, the Dean of students, Instructional Specialist, Title I Reading speciaist, Grade Level Chairpersons, and the schools Instructional Resource Teacher.	
Plan	Assigned to:		Tonya Shelton	
	How it will look when fully met:		The Leadership Team will define roles and responsibilities of members and its meetings will include a regular reporting process from team members to staff.	
	Target Date:		06/14/2013	
	Tasks:			
		1. Team members will volunteer for strand lead roles.		
		Assigned to:	Patricia Middleton	
		Added date:	11/01/2012	
		Target Completion Date:	06/14/2013	

		Comments:	
		Task Completed:	03/05/2013
		2. Team members will create and use a consistent agenda format to ensure proper on-going communication.	
		Assigned to:	Patricia Middleton
		Added date:	11/01/2012
		Target Completion Date:	09/30/2012
		Comments:	
		Task Completed:	09/25/2012
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 The leadership team created an agenda to be used during PLC's and planning meetings to help team leaders lead conversations with their teams. Team members volunteered for lead strand roles based on their strengths.
	Sustain:		7/1/2013 The leadership team will revisit the agenda to determine if it will need to be revised or updated.
	Evidence:		7/1/2013 Team meeting agendas and leadership roles can be used as evidence.

Indicator	A2 - The LEA has assessed its LEA capacity to support transformation. (880)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Intentional communication systems are in place so that all members of the school community can articulate what needs to be done, how it will be accomplished, and their specific role in the implementation process.
Plan	Assigned to:		Angelica Robinson
	How it will look when fully met:		The Leadership Team will gain an understanding of areas of focus for the school year. The completed process will allow the team an opportunity to reflect on and understand the school's current reality.
	Target Date:		06/14/2013
	Tasks:		
	1. Leadership Team will conduct an audit of the school's status using External Lead Turnaround Partner tools.		

		Assigned to:	Patricia Middleton
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	The leadership team met with the external partner and completed the school development rubric to assess the current status of the school and assist with planning for the 2013-2014 school year.
		Task Completed:	05/31/2013
	2. The school mission, vision, and goals will be posted throughout the school and communicated with students and parents.		
		Assigned to:	Tonya Shelton
		Added date:	11/01/2012
		Target Completion Date:	09/30/2012
		Comments:	
		Task Completed:	09/25/2012
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 The school mission, vision and goals were posted around the school and high visible areas and on documents shared with staff and parents. The turn around partner audit allowed the leadership to to place a laser focus on areas needing improvment.
	Sustain:		7/1/2013 The leadership team, administration, and Edison learning will continue to meet to audit the school and prepare for the next school year.
	Evidence:		7/1/2013 Leadership team meeting minutes, agenda, and signature sheets and audit results can be used as evidence.

Indicator	A3 - The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)				
Status	Objective Met 7/1/2013				
Assessment	Level of Development:			Initial: Limited Development 11/01/2012	
				Objective Met - 07/01/2013	
	Index:			6	(Priority Score x Opportunity Score)
	Priority Score:			3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:			2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:			A.P. Hill's administration meets on a frequent basis to discuss the school's current status, mission, and vision. Distributive leadership is evident throughout the school with clearly defined roles and responsibilities, effective delegation, and efficient solution planning.	
Plan	Assigned to:			Tonya Shelton	
	How it will look when fully met:			The Leadership Team and Achievement Team will have a clear understanding of their roles and responsibilities, as well as strategies needed to implement for overall success.	
	Target Date:			06/14/2013	
Tasks:					
		1. Principal will communicate verbally and in writing clear expectations for each team.			
		Assigned to:		Tonya Shelton	
		Added date:		11/01/2012	
		Target Completion Date:		11/15/2012	
		Comments:			
		Task Completed:		11/12/2012	
		2. Leadership and Achievement Team members will assist in developing proper structures, processes, and protocols for running effective meetings.			
		Assigned to:		Shirley Wyatt	
		Added date:		11/01/2012	
		Target Completion Date:		11/30/2012	
		Comments:			

		Task Completed:	11/12/2012
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 This task was not difficult to meet. It did not require a large amount of resources to get it accomplished.
	Sustain:		7/1/2013 It will be necessary for the principal and leadership team to continue meetings on a regular bases.
	Evidence:		7/1/2013 Leadership team meeting minutes can be used as evidence of meeting dates and actions.

Indicator	A4 - The LEA has designated an internal lead partner for each transformation school. (883)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013
	Index:		6 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		EdisonLearning has been identified as A.P. Hill's External Lead Turnaround Partner.
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		Faculty and staff will receive differentiated professional development, best practices for teaching, and strategies to provide a positive classroom climate, all leading to academic success.
	Target Date:		06/14/2013
	Tasks:		
	1. EdisonLearning will provide a minimum of one professional development session for staff a month.		

		Assigned to:	Patricia Middleton
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	05/31/2013
	2. EdisonLearning will provide for staff a minimum of one best practices for instruction session per nine week grading period.		
		Assigned to:	Patricia Middleton
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		
	7/1/2013		
	Experience:		
	7/1/2013 The turn around partner, EdisonLearning, observed classrooms, met with administration and teachers, and conducted audits to determine the areas of professional development needed.		
	Sustain:		
	7/1/2013 The turn around partner, EdisonLearning, will continue to meet with the administration, review current data, meet with teachers to determine the needs for the 2013-2014 school year.		
	Evidence:		
	7/1/2013 Professional development agendas and signature sheets can serve as evidence, as well as the EdisonLearning follow-up sheets.		

Transformation Toolkit

Strand B: Moving Toward School Autonomy

Indicator **B2 - The LEA has reoriented its culture toward shared responsibility and accountability. (885)**

Status **Objective Met** 7/1/2013

Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 07/01/2013
	Index:		6 (Priority Score x Opportunity Score)
	Priority Score:		2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		This is A.P. Hill's first year in Tier I status and the principal's first year in the building. The principal is starting to lead the staff through this change process with the help of an external partner.
Plan	Assigned to:		Stacie Parham
	How it will look when fully met:		Disciplinary referrals and time that students spend out of class regarding negative behavior will decrease. The following will be created and adopted: school-wide mission and vision statements, school-wide expectations, school pledge, school song, parent advisory committee, and PTA Board.
	Target Date:		12/19/2012
	Tasks:		
	1. School-wide Behavior Management System will be implemented giving all staff members examples of behaviors and the steps to take regarding redirecting the student.		
		Assigned to:	Tonya Shelton
		Added date:	11/30/2011
		Target Completion Date:	11/08/2011
		Comments:	
		Task Completed:	11/08/2011
	2. Posters of school-wide expectations/rules written in "child friendly" language will be placed throughout the building.		
		Assigned to:	Administration
		Added date:	11/30/2011
		Target Completion Date:	11/08/2011
		Comments:	
		Task Completed:	11/08/2011
	3. A school pledge will be created for students to recite daily during morning announcements.		
		Assigned to:	Erica Broudy
		Added date:	11/30/2011

		Target Completion Date:	09/30/2011
		Comments:	
		Task Completed:	09/26/2011
	4. Leadership team will create a school-wide mission and vision statement for all staff members to communicate with students, parents, and all other stakeholders.		
		Assigned to:	Leadership Team
		Added date:	11/30/2011
		Target Completion Date:	01/30/2012
		Comments:	
		Task Completed:	01/23/2011
	6. Parent Advisory Committee will be created to give parents an opportunity to discuss with principal their concerns and vision for A.P. Hill.		
		Assigned to:	Administration
		Added date:	11/30/2011
		Target Completion Date:	01/30/2012
		Comments:	
		Task Completed:	01/17/2012
	7. PTA Board will be elected to represent A.P. Hill for the 2011-2012 school year.		
		Assigned to:	Tonya Shelton
		Added date:	11/30/2011
		Target Completion Date:	11/30/2012
		Comments:	
		Task Completed:	11/29/2011
Implement	Percent Task Complete:		
	Objective Met:		
	7/1/2013		
	Experience:		
	7/1/2013 Involving the parents and community of A.P. Hill continues to be a struggle, but progress was made. Having a shared mission, vision and goals helped to get all stake holders on board.		
	Sustain:		
	7/1/2013 The school-wide behavior plan will need to be adjusted based on discipline data with effective incentives in place. The PTA will continue to be developed and grown, in order to get more parents and the community involved.		
	Evidence:		
	7/1/2013 Copies of the PTA meeting agenda and minutes, Posters of the expectations, copies of the school-wide mission and vision, PAC meeting minutes and agenda can all be used as evidence.		

Indicator	B3 - The LEA has established performance objectives for each transformation school. (886)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		This is A.P. Hill's first year in Tier I status and the principal's first year in the building. The principal is starting to lead the staff through this change process with the help of an external partner.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Teachers will set and meet performance goals that show significant improvements by students previously failing in core subjects. Students that showed mastery with pervious objectives/assessments will maintain or improvement in learning in all areas. Achievement gaps will narrow by raising the bottom, not by lowering the top.
	Target Date:		06/15/2012
	Tasks:		
	1. Administration and Edison Turnaround Partners will introduce concept of "smart" goals to staff.		
		Assigned to:	Administration and Turnaround Partners
		Added date:	11/30/2011
		Target Completion Date:	11/30/2011
		Comments:	
		Task Completed:	11/30/2011
	2. Select teachers will create "smart" goals and objectives utilizing William and Mary Teacher Performance Tool.		
		Assigned to:	Administration and Edison Turnaround Partners
		Added date:	11/30/2011
		Target Completion Date:	06/15/2011
		Comments:	
		Task Completed:	10/31/2011
	3. Teachers will conference with students explaining in "child friendly" language the student's academic performance and how the student can monitor personal growth.		
		Assigned to:	Leadership Team
		Added date:	11/30/2011
		Target Completion Date:	06/15/2011
		Comments:	

		Task Completed:	06/15/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 All faculty and staff identified were charged with various tasks for the overall success. With the support of our Lead Turnaround Partner (EdisonLearning), monitoring this objective was organized and not as difficult to attain.
	Sustain:		6/30/2012 Continued planning with faculty/staff, EdisonLearning, and administration is necessary to sustain this objective. Also, weekly meetings to review data must continue.
	Evidence:		6/30/2012 PLC agendas, Alternate Governance Meeting minutes, and Leadership Team agendas are all on file.

Indicator	B4 - The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is A.P. Hill's first year in Tier I status and the principal's first year in the building. The principal is starting to lead the staff through this change process with the help of an external partner.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Re-allocation of funds to hire after-school tutors. Teachers will be have an additional planning period geared towards examining and discussing data or engaging in professional development activities facilitated by our external partners. Intervention Specialist will be hired to assist with School-wide Behavior Management System.
	Target Date:		06/15/2012
Tasks:			
	1. Determine the number of students that would benefit from after-school tutoring services to appropriately allocate additional funds.		
		Assigned to:	Title I Specialists
		Added date:	11/29/2011
		Target Completion Date:	12/05/2011
		Comments:	
		Task Completed:	11/30/2011
	2. Add an additional resource class to Master Schedule to ensure teachers have a common planning period each day of the week. This additional block of time will allow planning for and scheduling professional development activities facilitated by Edison Turnaround Partners.		
		Assigned to:	Erica Broudy and Edison Turnaround Partners
		Added date:	11/29/2011
		Target Completion Date:	11/08/2011
		Comments:	
		Task Completed:	11/08/2011
	3. Interview and hire a school intervention specialist to assist with promoting positive behavior, redirecting disruptive students, and provide an area for students to refocus so that they can return to the classroom.		
		Assigned to:	Administration
		Added date:	11/29/2011

		Target Completion Date:	01/16/2012
		Comments:	
		Task Completed:	12/16/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Close monitoring of the school and SIG budgets were necessary for this objective to be fully met.
	Sustain:		6/30/2012 Ensuring areas of need are detailed and identified in school and SIG budget. Closely monitoring school/teacher data and listening to employee needs to plan and adhere to the professional development budget.
	Evidence:		6/30/2012 Budget and Alternate Governance Meeting Minutes are on file.

Indicator	B5 - The LEA has established a turnaround office or zone (to also include transformations and other models). (888)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 09/19/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has an external lead partnership from EdisonLearning.	
Plan	Assigned to:	Patricia Middleton	
	How it will look when fully met:	The turnaround office will provide the conditions and capacity for rapid school improvement to take place, while communicating the focus of improving student learning	
	Target Date:	11/08/2013	
	Tasks:		
		1. The principal will create a designated school turnaround office for the external partner (EdisonLearning).	
		Assigned to:	Kori Reddick
		Added date:	09/19/2013
		Target Completion Date:	09/30/2013
		Comments:	The back office of the data room is used as the office of the external partner (EdisonLearning). This office has access to a phone line, desktop computer, and printer. The meeting room of the data room is used for grade level staff development provided by EdisonLearning. This area has a projector and wireless access for presentations.
		Task Completed:	09/03/2013

		2. The principal and the external partner will direct and coordinate turnaround efforts for student improvement.	
		Assigned to:	Kori Reddick
		Added date:	09/19/2013
		Target Completion Date:	10/28/2013
		Comments:	<p>The Edison Diagnostic plan will be reviewed using the EdisonLearning implementation plan as a guide. to determine current status and next steps.</p> <p>The external partner reviewed the implementation plan for 2013/2014 with the principal during the summer ELDA (June 2013).</p> <p>The external partner reviewed the quarter one plan with the principal for progress of implementation. (September 5, 2013).</p>
		3. The principal along with the external partner will develop strategies for the transformation model implementation.	
		Assigned to:	Kori Reddick
		Added date:	09/19/2013
		Target Completion Date:	10/28/2013
		Comments:	<p>The external partner reviewed the implementation plan for 2013/2014 with the principal during the summer ELDA (June 2014).</p> <p>The external partner reviewed the quarter one plan with the principal for progress of implementation. (September 5, 2013).</p> <p>The external partner and principal scheduled professional development dates.</p>
Implement	Percent Task Complete:		Tasks completed: 1 of 3 (33%)

Transformation Toolkit

Strand C: Selecting a Principal and Recruiting Teachers

Indicator	C1 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/16/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA made a decision to make a change in leadership. The current principal has been in place since July of 2013.	
Plan	Assigned to:	Patricia Middleton	
	How it will look when fully met:	The existing principal will demonstrate effective practices and the competencies of a transformational leader that sets high goals to meet and exceed standards, uses performance data to identify and solve immediate problems, and engages staff and community members to work towards achieving school goals.	
	Target Date:	06/13/2014	
	Tasks:		
		1. The principal will create an action plan that is transparent and clearly outlines goals that allow each person to know what they need to do differently.	
		Assigned to:	Kori Reddick
		Added date:	09/16/2013
		Target Completion Date:	06/13/2014
		Frequency:	twice monthly
		Comments:	Principal reviews school improvement goals, tasks and progress at each leadership team meeting and during professional development sessions with teachers. Leadership team meeting dates: September 12, 2013; September 26, 2013; October 10, 2013; Professional Development sessions: September 9, 2013 (administration); September 16, 2013 (Administration); September 17, 2013 (External Partner); September 18, 2013 (Afterschool External Partner); September 21, 2013 (YRS Saturday); September 23, 2013 (Administration); September 24, 2013 (External Partner); September 30, 2013 (Title I); October 1, 2013 (Administration); October 7, 2013 (Administration); October 8, 2013 (Division wide); October 14, 2013 (Administration); October 15, 2013 (External Partner);
		2. The principal will analyze performance data to identify high priority issues that can be quickly resolved.	
		Assigned to:	Kori Reddick
		Added date:	09/16/2013

		Target Completion Date:	06/13/2014
		Frequency:	weekly
		Comments:	<p>Student achievement data, attendance data, and discipline data is reviewed each week by principal and discussed weekly during Grade Level PLCs with Administration and during Leadership team meetings.</p> <p>September 6, 2013 - Pre-assessment data for I-ready reading and math and STAR testing is reviewed by Administration.</p> <p>September 13, 2013 - STAR testing data and Interactive achievement data is reviewed by Administration.</p> <p>Beginning September 13, 2013, weekly assessment data is emailed to teachers and administration by the end of the day of the assessment. Assessment data along with copies of the assessment are used to identify high priority issues.</p> <p>Beginning September 9, 2013 student performance data is reviewed and analyzed to see if there is a link between attendance/discipline and student performance.</p>
	3. The principal will initiate strategies to improve student results and achievement.		
		Assigned to:	Kori Reddick
		Added date:	09/16/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	<p>9/9/2013: teachers assigned PD360 assignment on "Using Assessment Data to Improve Achievement" and "Creating Meaningful Student Achievement Goals."</p> <p>9/17/2013: Interactive Vocabulary Notebooks</p> <p>9/18/2013: Unpacking the Standards</p> <p>9/23/2013: Student Engagement: School-Wide book study with the book "Engaging students with poverty in mind."</p> <p>9/24/2013: Math Problem solving strategies</p> <p>9/30/2013: ESL Objectives and Videos and Using Scholastic Classroom Libraries</p> <p>10/01/2013: Analyzing the pre-assessment writing data and using the data for instructional planning.</p> <p>10/07/2013: What small Direct/Small group instruction should look like.</p> <p>10/14/2013: Data Analysis, student engagement, ESL lesson planning and can do descriptors</p>
	4. The principal will engage and enlist contributions of the entire learning community (inside and outside the school).		
		Assigned to:	Kori Reddick
		Added date:	09/16/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly

		Comments:	<p>8/12/13: The principal met with the president of the Petersburg chapter of Zeta Phi Beta Sorority, Incorporated regarding a school/ community partnership. The sorority agreed to partner with the school. Sorority members donated school supplies during the week of 9/3/13.</p> <p>10/7/13: Grade 3, 4, and 5 students began attending the after-school program at Metropolitan Baptist Church. This program is a new partnership between Virginia State University, Virginia Commonwealth University, and PCPS. Students receiving assistance with homework, tutoring, and dinner. The program is Monday through Thursday of each week. The partnership will continue until June 2014.</p> <p>10/8/13: The principal met with the manager of the downtown Petersburg branch of Wells Fargo to discuss a partnership. Managers will read aloud to students in grades K-2 and provide a financial literacy class for 5th grade students.</p> <p>10/14/13: The principal met with a representative from the Petersburg Kiwanis Breakfast Club to discuss/ solicit donations for the uniform closet.</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Indicator	C2 - The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (891)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/16/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA currently advertises for principal candidates in a variety of media.	
Plan	Assigned to:	Kori Reddick	
	How it will look when fully met:	The selected principal must meet the requirements needed to become a successful school turnaround leader.	
	Target Date:	06/13/2014	
	Tasks:		
		1. PCPS will select a principal based on the requirements of the transformation model.	
		Assigned to:	Dashan Turner
		Added date:	09/16/2013
		Target Completion Date:	06/13/2014
		Frequency:	once a year

		Comments:	The current principal was selected in July 2013.
		2. PCPS will select a principal based on the requirements of a turnaround leader for a school that needs transformation.	
		Assigned to:	Kori Reddick
		Added date:	09/16/2013
		Target Completion Date:	06/13/2014
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	C3 - The LEA has an established policy and process/rubric for screening principal candidates. (892)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/08/2013	
	Evidence:	The Human Resource department has an established policy and process that is used in the selection of principal candidates. They are screened for knowledge or skills including the ability to interpret data, knowledge of school code, experience, educational background and certification.	

Indicator	C4 - The LEA has an established process for preparing to interview candidates. (893)		
Status	Objective Met 10/15/2013		
Assessment	Level of Development:		Initial: Limited Development 10/08/2013
			Objective Met - 10/15/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The Human Resource department has established a process which includes prepared questions and a rating sheet that is used for all candidates.
Plan	Assigned to:		Kori Reddick
	How it will look when fully met:		The LEA has established process for preparing to interview candidates that includes steps to follow by reading documents before the interview, using a script during the interview and reviewing notes and a scored rubric after the interview in order to make a decision.
	Target Date:		10/15/2013
	Tasks:		
		1. The principal will follow the HR guidelines for interviewing utilizing the LEA's previously prepared questions, list of candidates and rating sheets for all potential hires.	
		Assigned to:	Kori Reddick
		Added date:	10/08/2013

		Target Completion Date:	10/15/2013
		Comments:	<p>Each time there is a vacancy, HR provides the principal with a list of qualified candidates, a list of questions, and a ratings sheet. The principal returns the ratings sheet to HR with a recommendation for employment.</p> <p>3/5/2013 The process is explained by the HR representative each time there is an opening. The process is simple to follow.</p> <p>3/5/2013 The principal will continue to follow the directions HR when attempting to fill a position.</p> <p>3/5/2013 All ratings sheets are kept by the office of Human Resources; as well as the list of candidates that were interviewed.</p>
		Task Completed:	10/14/2013
Implement	Percent Task Complete:		
	Objective Met:		10/15/2013
	Experience:		<p>10/15/2013</p> <p>3/5/2013</p> <p>The process is explained by the HR representative each time there is an opening. The process is simple to follow.</p>
	Sustain:		<p>10/15/2013</p> <p>3/5/2013</p> <p>The principal will continue to follow the directions HR when attempting to fill a position.</p>
	Evidence:		<p>10/15/2013</p> <p>3/5/2013</p> <p>All ratings sheets are kept by the office of Human Resources; as well as the list of candidates that were interviewed.</p>

Indicator	C7 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (896)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Leaders within A.P. Hill school are selected and are adept at managing change and developing the overall capacity of staff.	
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		EdisonLearning will have assisted in providing leadership and all stakeholders the tools necessary to lead students to academic success and building a positive school climate.
	Target Date:		06/15/2013
Tasks:			
		1. Leadership Team will meet to discuss/create data questions to be used during PLC meetings facilitated by Team Leaders.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	01/28/2013
		Comments:	
		Task Completed:	01/25/2013
		2. EdisonLearning will provide continued staff development for all faculty/staff regarding creating a positive and effective environment.	
		Assigned to:	Patricia Middleton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	06/13/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 The Turn around partner, EdisonLearning, observed classrooms and met with individual teachers and teams to provide support and review/discuss data. Staff development was planned and conducted based on needs of the grade level team or individual team. Data questions were developed by the leadership team to ensure all teams were asking appropriate questions that will help guide the team to reflect and plan.
	Sustain:		6/27/2013 The leadership team will need to review and if needed revise the data questions and EdisonLearning will continue to provide staff development to help maintain a positive and effective environment during the school year change over.
	Evidence:		6/27/2013 Create data questions, Grade level and leadership team meeting agendas, minutes and signature sheets. Staff development agendas and signature sheets. EdisonLearning follow-up notes.

Indicator	C8 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration and External Lead Turnaround Partners continue to provide staff development on a frequent basis to give staff substantial support needed for the overall success of the building.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill will retain a highly effective staff.
	Target Date:		06/30/2013
	Tasks:		
	1. Teachers new to A.P. Hill will be assigned a mentor/buddy to assist with orientation.		
		Assigned to:	Stacie Parham
		Added date:	02/08/2013
		Target Completion Date:	09/30/2012
		Comments:	Due to a change in staff, we had to reassign mentor/mentees.
		Task Completed:	02/01/2013
	2. New teachers will meet with administration on an individual basis, as well as in a group setting, to discuss articles, trends, procedures, etc.		
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/13/2013
	3. EdisonLearning will provide professional development for all new teachers to assist with classroom management, student engagement, time on task, climate, centers, etc.		
		Assigned to:	Patricia Middleton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Support was provided to new teachers by meeting with administration on a monthly basis and as needed. Mentors were provided to each new teacher and teachers were provided coverage in order to observe peers or attend district new teacher events.
	Sustain:		6/27/2013 New to the profession teachers as well as new to the division teachers will need to continue to receive support from administration, their mentors and EdisionLearning to meet success.
	Evidence:		6/27/2013 Professional development agendas, meeting notes, and signature sheets. Follow-up documentation and mentor notes.

Transformation Toolkit

Strand D: Working with Stakeholders and Building Support for Transformation

Indicator	D1 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently A.P. Hill's administrators and External Lead Turnaround Partners have worked with the school's leadership team to help build sustainability and leadership on each grade level/team.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		All A.P. Hill Elementary faculty and staff will be able to articulate and share the vision, mission, and goals of the school.
	Target Date:		06/15/2013
	Tasks:		
		1. Team leaders will meet with team members on a weekly basis to discuss the current data, trends, grade level specific information, etc.	
		Assigned to:	Stacie Parham
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/13/2013
		2. Administration will meet with faculty/staff a minimum of two times a month during a faculty/staff meeting/staff development to address areas of concern, current topics in education, overall success of building, etc.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	06/13/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 The school vision, mission and goals were posted about the school and reflected on during leadership team and grade level meetings. Data meetings were held weekly to discuss current data and any needed professional development or resources.
	Sustain:		6/27/2013 Teacher leaders will continue to be developed as staff begin to lead change towards school and student success.
	Evidence:		6/27/2013 Meeting agendas, minutes and signature sheets. Posting of vision, mission, and schools through out the school and on documents sent to parent and staff.

Indicator	D2 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (899)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Administration contiuously relays the state of A.P. Hill's progress to the staff, students, and parents, through parent chats, data reviews, PLC/Faculty meetings, student chats, and individual conferences.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Teachers will be able to utilize all available attendance, academic, and discipline data to drive all instructional decisions.
	Target Date:		04/04/2012
	Tasks:		
	1. Parents/Guardians will meet with administration (Parent Chats) to discuss areas of concern and improvement.		
		Assigned to:	Tonya Shelton
		Added date:	03/15/2012
		Target Completion Date:	04/04/2012
		Comments:	
		Task Completed:	01/17/2012
	2. Administration will meet with teachers weekly to discuss/review data, intervention strategies, and action plans.		
		Assigned to:	Erica Broudy
		Added date:	03/15/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/12/2012
	3. Individual conferences will be set up to target areas of concern/growth for "high priority" teachers.		
		Assigned to:	Tonya Shelton
		Added date:	03/15/2012
		Target Completion Date:	05/15/2012
		Comments:	

		Task Completed:	06/18/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Ensuring all communications were not only done verbally, but also in writing was vital. Also, when communicating the need for rapid change, detailed planning was crucial, as well as planning for those that may be resistant.
	Sustain:		6/30/2012 Continuing to strengthen the lines of communication with administration and faculty/staff. Providing team building opportunities that will continue to help build a positive school climate.
	Evidence:		6/30/2012 Parent Chat agendas/flyers, PLC agendas, and Leadership Team meeting agendas are all on file.

Indicator	D3 - The LEA/School has engaged parents and community in the transformation process. (901)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 07/01/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently at A.P. Hill Elementary, we are encouraging parents/guardians and community members to join forces with our staff to create an environment that brings forth quality instruction, activities, and experiences for all of our students.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Parents/Guardians, volunteers, students, staff, and all stakeholders will understand, promote, and be able to articulate A.P. Hill's school-wide mission.
	Target Date:		06/15/2012
	Tasks:		
	1. A.P. Hill's Leadership Team will create a school-wide mission statement.		
		Assigned to:	Tonya Shelton
		Added date:	03/15/2012
		Target Completion Date:	02/28/2012
		Comments:	
		Task Completed:	02/27/2012
	2. Parents/Guardians will complete a survey based on A.P. Hill's "Customer Service".		
		Assigned to:	Title I team
		Added date:	03/15/2012
		Target Completion Date:	04/04/2012
		Comments:	Waiting for responses regarding the school year. This task will be completed by June of the 2012-2013 school year.
		Task Completed:	06/07/2013
	3. Faithbased volunteers will serve as Reading and Math Buddies for select 3rd grade students.		
		Assigned to:	Tiffany Cubbage
		Added date:	03/15/2012
		Target Completion Date:	05/15/2012
		Comments:	
		Task Completed:	05/07/2012
	4. Parent Advisory Committee will meet regularly to discuss incentives and strategies to make parents more aware of how to support their children academically. (Ex. SOL Nights, Make and Take Nights)		

		Assigned to:	Tonya Shelton
		Added date:	03/15/2012
		Target Completion Date:	04/04/2012
		Comments:	
		Task Completed:	04/03/2012
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 The Title I teams parent survey and PAC meetings provided the leadership team with great information on the schools "customer service". A school-wide mission statement was developed and posted around the school.
	Sustain:		7/1/2013 Parent surveys and PAC meetings will continue to be conducted to provide administration and the leadership team with information regarding parent feedback.
	Evidence:		7/1/2013 The school-wide mission statement, parent survey results, PAC meeting agendas and minutes, as well as volunteer log can be used as evidence.

Indicator	D4 - The LEA/School has support for transformation from all stakeholders. (902)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The school actively encourages stakeholders to participate through regular and ongoing outreach, events, and communication in order to empower supporters to become full partners in the educational decisions that affect our school's academic status.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		All stakeholders will understand and can articulate A.P. Hill's mission, vision, and goals.
	Target Date:		06/14/2013
	Tasks:		
	1. The school mission, vision, and goals will be posted throughout the school.		
		Assigned to:	Tonya Shelton
		Added date:	11/01/2012
		Target Completion Date:	09/15/2012

		Comments:	
		Task Completed:	09/04/2012
	2. The school mission will be placed on all written communication disseminated to parents.		
		Assigned to:	Tonya Shelton
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/13/2013
	3. An active and productive PTA will be installed for the 2012-2013 school year.		
		Assigned to:	Tonya Shelton
		Added date:	11/01/2012
		Target Completion Date:	10/15/2012
		Comments:	
		Task Completed:	10/15/2012
	4. Community partners will increase, serving as mentors and tutors, and providing financial contributions to help promote excellence.		
		Assigned to:	Mary Ann Easterday
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/13/2013
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 The mission, vision and goals were posted around the school in highly visible places. All communication included a copy of the school mission. Community partners and the PTA begin to show more interest in the school.
	Sustain:		7/1/2013 The PTA will need to be strengthened and conduct monthly meetings to ensure parents are involved and have input. The community partner list will need to be updated and increased.
	Evidence:		7/1/2013 Copies of written communication, posting of mission, vision and goals, and PTA meeting agenda and minutes can be used as evidence.

Indicator	D5 - The LEA/School has established a positive organizational culture. (903)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		During the 2011-2012 school year, we are creating an enviornment that have clearly identified norms, structures, and expectations.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill's Leadership team will create school-wide norms for all meetings (PLC, Leadership, etc.), school-wide expectations, committees, intervention checklist, and create a framework for a school achievement team.
	Target Date:		06/15/2012
Tasks:			
	1. Leadership Team will create norms for school-wide meetings (attendance, punctuality, tools, and take-aways)		
		Assigned to:	Jaimaica Wells
		Added date:	03/15/2012
		Target Completion Date:	04/03/2012
		Comments:	
		Task Completed:	04/03/2012
	2. Leadership Team will create a school-wide mission statement.		
		Assigned to:	Angela Raines
		Added date:	03/15/2012
		Target Completion Date:	02/28/2012
		Comments:	
		Task Completed:	02/27/2012
	3. Leadership Team will create/revise A.P. Hill's school-wide expectations.		
		Assigned to:	Aseeyah Abdul-Karim
		Added date:	03/15/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/05/2012
	5. A school-wide Achievement Team will be created to monitor school-wide academic achievement, incentives, initiatives, and creative hands-on activities.		
		Assigned to:	Patricia Middleton

		Added date:	03/15/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	04/30/2012
Implement	Percent Task Complete:		
	Objective Met:		
	Experience:		
	Sustain:		
	Evidence:		

Indicator	D6 - The LEA/School helps stakeholders overcome resistance to change. (904)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration and External Lead Turnaround Partners work collaboratively to give parents, community members, and faculty/staff timely information regarding the status of A.P. Hill.	
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		All stakeholders will work cohesively in providing necessary support for the overall success of A.P. Hill Elementary.
	Target Date:		06/15/2013
Tasks:			
	1. Monthly updates, newsletters, calendars will be sent home to parents/guardians.		
		Assigned to:	Tonya Shelton
		Added date:	01/16/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/13/2013
	2. AlertNow communications will be made monthly informing parents/guardians of upcoming events.		
		Assigned to:	Tonya Shelton
		Added date:	01/16/2013

		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/14/2013
	3. All teachers will read Our Iceberg is Melting, and will discuss as a faculty.		
		Assigned to:	Tonya Shelton
		Added date:	01/16/2013
		Target Completion Date:	02/28/2013
		Comments:	An outline was created so all staff could discuss and reflect upon the reading as a team.
		Task Completed:	02/21/2013
Implement	Percent Task Complete:		
	Objective Met:		
	6/27/2013		
	Experience:		
	6/27/2013 Communication with stake holders took place via flyers, newsletters, AlertNow, calendars, email and morning announcements. Some difficulty in getting out information in a timely manner was encountered, but the team worked toward providing fair notice to stakeholders.		
	Sustain:		
	6/27/2013 Tasks should be continued for the 2013-2014 school year to ensure communication between stakeholders and the school as well as provide all persons the opportunity to participate or be involved.		
	Evidence:		
	6/27/2013 Copies of meeting agendas, minutes, and signature sheets. Copies of monthly updates, newsletters and calendars.		

Indicator	D7 - The LEA/School persists and perseveres, but discontinues failing strategies. (905)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's teams meet regularly to discuss the diverse needs of our students in order to identify and eliminate strategies that are the least effective.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill's faculty and staff will collectively oversee and carryout the school's mission, vision, and goals.
	Target Date:		06/15/2013
	Tasks:		

		1. A.P. Hill's External Turnaround Partner and administration will meet on a weekly basis to discuss agendas for the week, targeted teachers/grade levels, strategies, and data.
		Assigned to: Patricia Middleton
		Added date: 02/08/2013
		Target Completion Date: 06/15/2013
		Comments:
		Task Completed: 06/13/2013
		2. Administration and EdisonLearning will meet with individual teachers/grade levels regarding observations, data, trends, strategies, etc that impact the overall success of the school.
		Assigned to: Patricia Middleton
		Added date: 02/08/2013
		Target Completion Date: 06/15/2013
		Comments:
		Task Completed: 06/13/2013
Implement	Percent Task Complete:	
	Objective Met:	6/27/2013
	Experience:	6/27/2013 EdisonLearning met with teachers once a week during their planning period, with the Leadership team during leadership meeting, and with the staff during faculty staff development meetings. Prior to the meetings with teachers, EdisonLearning met with administration to plan and followed-up with administration.
	Sustain:	6/27/2013 The support of the external turnaround partner will be essential as the school continues to move toward its goals. Weekly meetings with administration and staff will be of utmost importance to sustain of this objective.
	Evidence:	6/27/2013 Meeting agenda and notes. EdisonLearning follow-up reports.

Transformation Toolkit

Strand E: Contracting with External Providers

Indicator	E1 - The LEA has identified potential external providers. (906)		
Status	Objective Met 10/16/2013		
Assessment	Level of Development:		Initial: Limited Development 10/08/2013
			Objective Met - 10/16/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The needs of A.P. Hill have been assessed and the district is in the process of identifying potential and external partner.
Plan	Assigned to:		Kori Reddick
	How it will look when fully met:		The administrators and staff will work in a smooth operating environment with their identified lead partner.
	Target Date:		10/31/2013
	Tasks:		
		1. The state and district dialogue with the school board and community leaders to gain support of the implementation of an external lead partnerships.	
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	10/31/2013
		Comments:	The superintendent met with the Chief Academic Officer to discuss the Memorandum of Understanding and requirements regarding the school improvement funding/external partnerships. The Chief Academic Officer briefed the board members regarding the MOU and external partnership implications. The superintendent held community meetings regarding the MOU and SIG to inform parents and community members about the process of choosing an external lead turn around partner.
		Task Completed:	06/30/2011
		2. The district staff will review information about available partnerships and interview those representatives who offer strategies and personnel that will fit the needs of A.P. Hill.	
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	10/31/2013

		Comments:	<p>The superintendent met with representatives from Cambridge and EdisonLearning to review their proposals for working with A.P. Hill</p> <p>The superintendent met with the principal and parent representatives to discuss the proposals from both companies. The principal and parents gave feedback to the superintendent regarding their first choice.</p>
		Task Completed:	06/30/2011
	5. District staff and school board will agree upon a contract and hire a Lead Turnaround Partner.		
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	10/31/2013
		Comments:	The PCPS school board representatives met on June 1, 2011, June 6, 2011, and June 13, 2011 to discuss the role and responsibilities of an external lead turn around partner.
		Task Completed:	11/30/2011
Implement	Percent Task Complete:		
	Objective Met:		10/16/2013
	Experience:		10/16/2013 10/16/2013 PCPS followed the guidelines of the VDOE for this objective. The VDOE made the process easy by having a list of approved companies to serve as potential partners.
	Sustain:		10/16/2013 10/16/2013 N/A
	Evidence:		10/16/2013 10/16/2013 A list of approved vendors can be found at the Virginia Department of Education in the Office of School Improvement or on the VDOE website.

Indicator	E2 - The LEA has written and issued a request for proposals from potential external providers. (910)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/08/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The data status of the school has qualified it to receive services from an external lead partner.	
Plan	Assigned to:	Kori Reddick	
	How it will look when fully met:	The LEA will have written proposals from potential external providers.	
	Target Date:	10/31/2013	
	Tasks:		
		1. District staff will create and issue requests for proposals from potential external providers by using the "approved" or "Preferred" list from the state department and various forms of media including the internet.	
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	10/31/2013
		Comments:	On April, 2010, VDOE awarded a contract to Lead Turnaround Partners in which they agreed to provide services under the terms and conditions in the Request for Proposal, the Proposal and the Contract to local school boards that elect to purchase services.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	E3 - The LEA has developed a transparent selection criteria for external providers. (911)		
Status	Objective Met 10/15/2013		
Assessment	Level of Development:		Initial: Limited Development 10/08/2013
			Objective Met - 10/15/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The district developed the criteria for the selection of a potential external provider.
Plan	Assigned to:		Kori Reddick
	How it will look when fully met:		There will be a contract by the school board with the external lead providers to deliver comprehensive educational and management services to A.P. Hill.
	Target Date:		10/31/2013
	Tasks:		
	1. The distract staff will develop selection guidelines for the external providers.		
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	06/30/2011
		Comments:	A contract developed by the school board and the external lead partners with specific guidelines and components.
		Task Completed:	04/01/2010
Implement	Percent Task Complete:		
	Objective Met:		10/15/2013
	Experience:		10/15/2013 10/15/2013 This objective was easy to complete. After receiving the list of approved external partners from the VDOE, companies were contacted to make presentations. We feel that the VDOE made the process easier by having someone from the Office of School Improvement available to assist us throughout the entire process.
	Sustain:		10/15/2013 10/15/2013 n/a
	Evidence:		10/15/2013 10/15/2013 The minutes from school board meetings are on file to serve as documentation of the process.

Indicator	E4 - The LEA has reviewed proposals, conducted due diligence, and select provider(s). (912)		
Status	Objective Met 10/15/2013		
Assessment	Level of Development:		Initial: Limited Development 10/08/2013
			Objective Met - 10/15/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	EdisonLearning has been selected as the external provider for A.P. Hill	
Plan	Assigned to:		Kori Reddick
	How it will look when fully met:		After reviewing proposals, conducting due diligence, an external lead partner will be selected for the school year 2011-2012
	Target Date:		10/15/2013
Tasks:			
		1. The LEA will review proposals, conduct due diligence, and select an external provider for the school year 2011-2012	
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	07/01/2011
		Comments:	The LEA reviewed and discussed information regarding the external provider on June 1, June 6, and June 13, 2011.

		Task Completed:	06/17/2011
Implement	Percent Task Complete:		
	Objective Met:		10/15/2013
	Experience:		<p>10/15/2013 6/21/2011</p> <p>The selection process was fairly easy to conduct. The superintendent included school administrators and parents to ensure there was input from all parties. The superintendent shared the committee's choices with the board members for review. The school board made the final decision regarding the external partner using input from the superintendent and the committee.</p>
	Sustain:		<p>10/15/2013 n/a</p>
	Evidence:		<p>10/15/2013 6/21/2011</p> <p>Minutes from the school board meeting are on file to serve as record of the process.</p>

Indicator	E5 - The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)		
Status	Objective Met 10/15/2013		
Assessment	Level of Development:		Initial: Limited Development 10/08/2013
			Objective Met - 10/15/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A lead external partner, EdisonLearning, has been identified to work with A.P. Hill for the 2011-2012, 2012-2013, and 2013-2014 school year
Plan	Assigned to:		Kori Reddick
	How it will look when fully met:		EdisonLearning and the district will have a Memorandum of Understanding/contract that lists the roles and responsibilities of the Lead partner and the district including the goals, benchmarks and a well-defined protocol for managing assets.
	Target Date:		10/31/2013
	Tasks:		
		1. The district staff and EdisonLearning representatives will meet to negotiate the final terms of the MOU/Contract.	
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	10/31/2011
		Comments:	A series of meetings were held to form a consensus on the roles and responsibilities of the external lead partner and the LEA/PCPS.
		Task Completed:	10/31/2011
		2. The district staff will follow the procedures for the development of the MOU/contract including meetings with the VDOE, school board and legal departments as they craft the goals, benchmarks and plan to manage assets with the lead partner.	
		Assigned to:	District Staff
		Added date:	10/08/2013
		Target Completion Date:	10/31/2011
		Comments:	A series of meetings were held with the various stakeholders to create the goals, benchmarks, and plans of management with the external lead partner.

		Task Completed:	10/31/2011
Implement	Percent Task Complete:		
	Objective Met:		10/15/2013
	Experience:		10/15/2013 10/15/2013 This process was time consuming, but necessary to ensure that the school received all possible resources from the external partner.
	Sustain:		10/15/2013 10/15/2013 The external partner will need to continue to make presentations to the school board; updating them on their work and progress towards goals in the contract.
	Evidence:		10/15/2013 10/15/2013 The final contract is on file at the school board office and the Virginia Department of Education.

Indicator	E6 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Continuous dialogue takes place amongst A.P. Hill's administration, Title I team, External Lead Turnaround Partners, and teachers that allows for opportunities to analyze data and translate inferences into planning and teaching.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Administration and EdisonLearning will have assisted in building capacity throughout A.P. Hill to increase student achievement and overall success of the building.
	Target Date:		06/15/2013
	Tasks:		
		1. Classroom observations will be used to link data on instructional practices to students' achievement and overall teacher performance trends.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/13/2013
		2. Classroom observations will be used for decisions regarding teacher professional development and the need for additional instructional resources.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/13/2013
		3. A school-wide and grade level specific data analysis form will be created to allow all staff to better understand and utilize all student data (attendance, behavior, and academics).	
		Assigned to:	Rosa Hobson
		Added date:	04/26/2013
		Target Completion Date:	06/13/2013
		Comments:	

		Task Completed:	01/31/2013
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 Classroom observations, conversation during data meetings, and data analysis sheets were used to monitor student improvement and progress with academics, behavior and attendance.
	Sustain:		7/1/2013 The leadership team will need to review the data analysis sheet and data questions to see if they need to be updated.
	Evidence:		7/1/2013 Data analysis sheets, submitted observations, data meetings and PLC meetings agenda sheets and minutes can all be used as evidence.

Indicator	E7 - The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration, Title I team, Leadership team, and External Lead Turnaround Partners, dedicate themselves to building a school that learns and plans together. Collaborating and teaming to improve student achievement creates the structure that allows collaborative solution planning and decision-making across the teams.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill will have implemented and met its mission, vision, and goals with fidelity whereas all stakeholders have taken part in the process.
	Target Date:		06/15/2013
	Tasks:		
		1. Teachers will meet with administration during PLC meetings to discuss data and school/student current status.	
		Assigned to:	Stacie Parham
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	05/10/2013
		2. A.P. Hill's Student and Family Support Team meet to discuss student status, interventions, plan of action, and present areas of need to increase student achievement.	
		Assigned to:	Stacie Parham
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Student achievement was discussed at each PLC and data meeting. Family support meetings were held for students struggling to make progress.
	Sustain:		6/27/2013 Family support meetings and will begin after initial screening and testing has been done at the beginning of the school year. Title I staff will share with teachers effective tier 3 interventions that can be put into place prior to referring a student to family support.
	Evidence:		6/27/2013 PLC agendas and meeting minutes. Family support documentation.

Indicator	E8 - The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration, Title I team, and External Lead Turnaround Partners ensure that achievement data is collected frequently, continuously reviewed, and used to focus teaching priorities across the school.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		The evaluation plan will be used to build on strengths and consider restructuring that may be needed at A.P. Hill.
	Target Date:		06/15/2013
Tasks:			
		1. Team Leaders will review current data weekly with team mates and administration during PLC meetings.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	05/10/2013
	2. All classroom teachers will complete "Where are we now" forms to give a snapshot of current student tiered status every two weeks.		
		Assigned to:	Stacie Parham
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	05/31/2013
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 Data was an important part of meetings held with administration, the leadership team and grade levels. Data was used for planning.
	Sustain:		7/1/2013 The leadership team will continue to review weekly data and update "where are we now" forms to continue to monitor student achievement.
	Evidence:		7/1/2013 Data & PLC meeting agendas and minutes and "where are we now" forms can be used as evidence.

Transformation Toolkit

Strand F: Establishing and Orienting the School Transformation Team

Indicator **F1 - The LEA has appointed a school transformation team. (917)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/08/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA has appointed a school transformation team to monitor the school's improvement and recommend adjustments as needed.	
Plan	Assigned to:	Patricia Middleton	
	How it will look when fully met:	The transformation team, appointed by the LEA, will monitor school improvement and takes action accordingly. The following is a brief list of actions needed to improve future restructuring efforts will include planning for evaluation, clarifying accountability, using evaluation findings and making a long term commitment to restructuring regularly	
	Target Date:	10/31/2013	
Tasks:			
		1. The PCPS will determine the members of the transformation team for the 2013-2014 school year.	
		Assigned to:	Kori Reddick
		Added date:	10/08/2013
		Target Completion Date:	10/31/2013
		Comments:	Beginning 2011-2012 school year, the Superintendent met with the Assistant Superintendent and determined that the Assistant Superintendent, Director of Elementary Education, Internal Lead Partner, External Lead Partner, and the school leadership team would serve as the school transformation team. Each year the team will have the same positions although personnel may change.
		2. The transformation team will monitor the school on a regular bases and provide feedback for corrective actions.	
		Assigned to:	Patricia Middleton
		Added date:	10/08/2013
		Target Completion Date:	06/30/2014

		Comments:	The Transformation team will monitor the school quarterly through EdisonLearning Five Strand Design School Development Rubric. The intention of the School Development Rubric is to help the school mark progress towards increasingly improved performance levels within each of the areas explored in order to increase site capacity, and ultimately improve student achievement results. The team will regularly review and discuss the Characteristics of Outstanding school criteria and identifies those criteria in need of improvement.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Transformation Toolkit

Strand G: Leading Change (Especially for Principals)

Indicator	G1 - The principal is a change leader. (919)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/02/2011
			Objective Met - 06/30/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		This is A.P. Hill's first year in Tier I status and the principal's first year in the building. The principal is starting to lead the staff through this change process with the help of an external partner.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		The principal will successfully lead the staff through this change process using data to drive decision making.
	Target Date:		06/15/2012
	Tasks:		
		1. The Edison Diagnostic will be used to collect and analyze data to assist with developing goals for the change process.	
		Assigned to:	Todd Pipkin
		Added date:	11/02/2011
		Target Completion Date:	11/30/2011
		Comments:	Edison Diagnostic Team completed diagnostic in October 2011. The final report will be presented to the School Board in November 2011.
		Task Completed:	11/18/2012

		2. Leadership Team, Classroom Teachers, and External Turnaround Leaders will analyze Weekly Assessments, Benchmark Assessments, and IStation Data to drive instruction and to determine remediation needs.	
		Assigned to:	Erica Broudy
		Added date:	11/03/2011
		Target Completion Date:	06/15/2012
		Comments:	Assessment scores will be reviewed during weekly PLC's and Leadership meetings. Mrs. Broudy will be in charge of monitoring the Data Wall for current results and disaggregation.
		Task Completed:	06/18/2012
		3. Leadership Team will review Spring 2011 SOL data results to determine strengths and weaknesses of current student population to assist in making instructional decisions and personnel changes for the beginning of the school year.	
		Assigned to:	Principal
		Added date:	11/03/2011
		Target Completion Date:	09/30/2011
		Comments:	Teachers analyzed SPBQ in September 2011. Administrative Team made staff assignments based on needs of students.
		Task Completed:	09/30/2011
		4. Principal created a parent advisory committee to give parents a voice in the school improvement process and to assist in increasing parental involvement.	
		Assigned to:	Tonya Shelton
		Added date:	11/03/2011
		Target Completion Date:	06/15/2011
		Comments:	Parent advisory committee interest meetings were held October 17th and 18th.
		Task Completed:	02/08/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 EdisonLearning assisted me tremendously in attaining this objective. This objective was one that could only be attained by The various means of communication used and incentives that were put in place.
	Sustain:		6/30/2012 Retaining faculty/staff, an increase in student achievement, and team building are all necessary to continue to meet this objective.
	Evidence:		6/30/2012 Alternate Governance Meeting minutes and flyers/agendas are all on file.

Indicator	G2 - The principal effectively and clearly communicates the message of change. (920)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		This is A.P. Hill's first year in Tier I status and the principal's first year in the building. The principal is starting to lead the staff through this change process with the help of an external partner.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		School-wide discipline will decrease by 5%. A Principal/Parent Advisory Committee will be formed and will meet monthly to address concerns, wants, and needs for A.P. Hill. Parental Involvement will increase by 10% monitored by "Parent Honor Roll" initiative. P.T.A. Board will be formed to assist in building home/school relations. Capacity will continue to be built in all faculty/staff members. Leadership team will begin to facilitate meetings and assist with peer observations.
	Target Date:		06/15/2012
	Tasks:		
	1. School-wide behavior management system will be created and implemented to assist with classroom management.		
		Assigned to:	Tonya Shelton
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	11/08/2011
	2. School-wide expectations will be created, implemented, and displayed throughout the building.		
		Assigned to:	Tonya Shelton
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	11/08/2011
	3. - Parents' Hot Chocolate Chat with the Principal - Parents' Sweet Tea Chat with the Principal - Parents' Hot Cider Chat with the Principal - Parents' Pink Lemonade Crusade Chat with the Principal		
		Assigned to:	Tonya Shelton
		Added date:	11/28/2011

		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/11/2012
	5. "Spotlight on Faculty" will give select faculty/staff an opportunity to share initiatives and strategies with peers.		
		Assigned to:	Administration
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
Implement	Percent Task Complete:		
	Objective Met:		
	6/30/2012		
	Experience:		
	6/30/2012 Clear communication was pertinent in achieving this objective. As stakeholders became more familiar with and relationships were being built, more support was given to administration.		
	Sustain:		
	6/30/2012 Retaining effective faculty/staff, home/school communication, and encouraging parental involvement.		
	Evidence:		
	6/30/2012 Event flyers and Alternate Governance Meeting minutes		

Indicator	G3 - The principal collects and acts on data from a variety of sources and in a timely manner. (921)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Administration, Title I Facilitators, and grade level teachers meet on a consistent basis to discuss all student data and how we should proceed with academic support.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		The entire instructional staff will have a full understanding of how to utilize data to drive instruction, and to make decisions based on the specific needs of the child.
	Target Date:		06/15/2013
	Tasks:		
	1. Each week teachers and administration will meet to discuss/ disaggregate data.		
		Assigned to:	Stacie Parham

		Added date:	11/07/2012
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	05/10/2013
	2. Each nine week marking period teachers and administration will meet to discuss discipline vs attendance vs academics.		
		Assigned to:	Stacie Parham
		Added date:	11/07/2012
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	05/10/2013
Implement	Percent Task Complete:		
	Objective Met:		
	6/27/2013		
	Experience:		
	6/27/2013 The relationship between student performance/attendance/behavior were reviewed each nine weeks.		
	Sustain:		
	6/27/2013 Administration will continue to meet with teachers weekly to disaggregated data and discuss the impact of attendance and discipline on		
	Evidence:		
	6/27/2013 Data meeting agenda, minutes and signature sheets.		

Indicator	G4 - The principal, after reviewing the data, seeks quick wins. (922)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/29/2012
			Objective Met - 06/30/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Teachers and administration recognize students for their academic successes throughout the school year.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		The overall student and staff morale will be positive. Students and staff will also understand their data and are encouraged to attain academic growth through school-wide incentives.
	Target Date:		06/15/2012
	Tasks:		
	1. Students (K-5) will participate in a school-wide "Cougar Fest" each month that places emphasis on positive student data (behavior, academics, and attendance).		

		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/11/2012
	2. Classes in grades 3-5 that show 70%+ mastery on all assessments in Reading or Mathematics will receive a "Reading Rocket" or "Math Magician" poster to post outside the classroom door, as well as a classroom treat.		
		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	04/23/2012
	3. Students that show mastery on EdisonLearning Evaluate Assessments will have their names posted on the EdisonLearning board.		
		Assigned to:	Patricia Middleton
		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	03/23/2012
Implement	Percent Task Complete:		
	Objective Met:		
	6/30/2012		
	Experience:		
	6/30/2012 Incorporating incentives has helped change the climate of A.P. Hill. The positive energy and overall performance of our students has been commendable.		
	Sustain:		
	6/30/2012 As an A.P. Hill family, we must continue creating a positive climate through our words and interactions with our students. Continuing to provide our staff with quality professional development and resources are necessary so that our students have every opportunity to succeed.		
	Evidence:		
	6/30/2012 School-wide calendar, flyers, and Alternate Governance Meeting minutes		

Indicator	G5 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is A.P. Hill's first year in Tier I status and the principal's first year in the building. The principal is starting to lead the staff through this change process with the help of an external partner.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:	All teams will prepare agendas for their meetings, maintain minutes, and catalog their work products. Teams will maintain a file of the agendas, work products, and minutes of all teams. Teacher will be provided with adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. Grade level teams will receive timely access to information, including student progress data and summaries of classroom observations. Teachers will also receive professional development on effective teaming practices.	
	Target Date:	06/15/2012	
Tasks:			
	1. Teachers will receive copies of grade level minute forms to be completed weekly.		
		Assigned to:	Tonya Shelton
		Added date:	11/29/2011
		Target Completion Date:	09/30/2011
		Comments:	
		Task Completed:	09/26/2011
	2. Weekly agendas will be completed by team leaders with a focus on data discussions.		
		Assigned to:	Team Leaders
		Added date:	11/29/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/11/2012
	3. Each teacher will maintain a portfolio that will catalog their lesson plans, parent communication logs, intervention plans, pacing guides, and assessment data charts.		
		Assigned to:	Teachers
		Added date:	11/29/2011

		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	4. Title I Instructional Specialist will provide teachers with all benchmark and IStation data within 3 days of completion.		
		Assigned to:	Lorraine Davis
		Added date:	11/29/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	04/30/2012
	5. Grade levels will meet with administration weekly for professional learning communities to discuss data and how to use the data to drive all instructional decisions. Agendas and meeting minutes will be required for these meetings.		
		Assigned to:	Administration and Teachers
		Added date:	11/29/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/11/2012
	6. For all formal observations, teachers will meet with administration for pre and post observations conferences. Corrective action plans and professional growth plan status will be addressed.		
		Assigned to:	Administration
		Added date:	11/29/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/18/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Effective planning was vital in the overall achievement of this objective. Time management was also extremely important in order to effectively perform/complete the tasks identified.
	Sustain:		6/30/2012 The areas identified in Question 1 are extremely necessary to continue meeting the objective. Also clear communication and expectations are necessary.
	Evidence:		6/30/2012 Teacher portfolios, data, and meeting agenda/minutes are on file

Indicator	G6 - The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration and External Lead Turnaround Partners meet frequently with faculty/staff to check the current status of students. This is possible through common grade level planning time built into the Master Schedule for all teams.	
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		The school leadership team will have a full understanding of successful strategies to improve student achievement, and how to disaggregate all school-wide data.
	Target Date:		06/15/2013
	Tasks:		
		1. The school leadership team will meet regularly to review the school curriculum and academic goals.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/11/2013
		2. Grade levels will review all data and develop action plans for corrective actions for higher student performance.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	05/10/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 The Leadership team met regularly and discussed school goals and school status. Grade level teams meet twice a week for lesson planning and data review.
	Sustain:		6/27/2013 Continued review of school progress toward meeting goals and student data will need to continue in order for the school to sustain efforts and progress made the current year.
	Evidence:		6/27/2013 Data and PLC meeting agendas and minutes. Where are we now forms and data forms.

Transformation Toolkit

Strand H: Evaluating, Rewarding, and Removing Staff

Indicator **H1 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925)**

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/08/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, the school follows the system from the district of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff with the district being the primary recruiter.	

Plan	Assigned to:	Kori Reddick	
	How it will look when fully met:	The school will have a well-defined system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff that will be clearly connected to the district's system for providing professional development to ensure growth opportunities and dismissal when appropriate. Documentation of staff evaluations and logs will serve as evidence that this objective has been met.	
	Target Date:	06/13/2014	

Tasks:

		1. Incorporate teacher self-reflection and personal goal-setting in the evaluation process.	
		Assigned to:	Kori Reddick
		Added date:	10/08/2013
		Target Completion Date:	06/13/2014
		Comments:	September 2013 Teachers created SMART goals based on Standard 7 of the PCPS Evaluation tool. The principal reviewed and held conferences at the building level September 16 - 30, 2013. Teachers will maintain a portfolio for documentation the goal process.
		2. Evaluate a variety of teacher skills and knowledge, using a variety of valid reliable evaluation tools.	
		Assigned to:	Kori Reddick
		Added date:	10/08/2013
		Target Completion Date:	06/13/2014
		Comments:	September 3, 2013:Teachers' skills were evaluated using Petersburg City Public Schools evaluation tools for formal and informal walk-through as well as edisonLearning observation forms.
		3. Provide timely, clear, and constructive feedback.	
		Assigned to:	Kori Reddick

		Added date:	10/08/2013
		Target Completion Date:	06/13/2014
		Comments:	September 3, 2013: Constructive prompt, clear and timely feedback is a standard at A.P. Hill. The entire administrative team provided timely, clear and constructive feedback with next steps decided between the observer and the teacher the same day of the observation. Evidence is on file in the main office, on PD360, with the Department of Construction and with the Edisonlearning lead partner.
	4. Link the evaluation process with the district's collective and individualized professional development program.		
		Assigned to:	Patricia Middleton
		Added date:	10/08/2013
		Target Completion Date:	06/13/2014
		Comments:	<p>Evaluation and Observation data is used to make decisions regarding suggestions for District PD and for individualized and school specific PD. The following Staff development has been presented to the teachers:</p> <p>9/9/2013 Grade Level PLC meetings with principal: teachers assigned PD360 assignment "Using Assessment Data to Improve Achievement and Creating Meaningful Student Achievement Goals."</p> <p>9/17/2013 Grade level PLC meeting with External Partner (Jones): Interactive vocabulary notebooks.</p> <p>9/18/2013 After school Professional Development: Unpacking the standards</p> <p>9/21/2013 K-8 Balanced Literacy, Vocabulary Development and Writing Prompts, K-5 DRA Training and Phonemic Awareness, K-8 Identifying the Power Standards and creating a Collaborative Road Map, K-8 Multistep Word Problems, Graphing, Computation, Number Sense</p> <p>9/23/2013 Grade Level PLC with principal: Student Engagement. School-wide book study with the book "Engaging students with poverty in mind." By Eric Jenson</p> <p>9/24/2013 Grade Level PLC meeting with External Partner (Stewart-Gurley): math problem solving strategies</p> <p>9/30/2013 Grade level meeting with Title I: ESL Objectives and Videos and Using the Scholastic Classroom Library.</p> <p>10/01/2013 Grade level PLC with External Partner (Jones): Analyzing the pre-assessment writing data and using the data for instructional planning.</p> <p>10/07/2013 Grade Level PLC What small Direct/Small group Instruction should look like.</p> <p>10/15/2013 Grade Level PLC with External Partner Math PLC: Problem Solving</p>
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	H2 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently at A.P. Hill Elementary, administration evaluates teachers based on the district's evaluation protocol. A.P. Hill also serves as a 10 teacher pilot for the William and Mary Teacher Performance Tool.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Teachers at A.P. Hill Elementary will understand the evaluation process through evidence of "teacher buy-in", active and continuous participation in the process, two-way communication, and implementing "best teaching practices".
	Target Date:		06/15/2012
Tasks:			
	1. Teachers will participate in PD360 tasks and respond to specific summary questions.		
		Assigned to:	Tonya Shelton
		Added date:	03/15/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/11/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Receiving professional development for PD360 in December 2011 resulting in the staff losing 4 months of quality PD. Yet, the school-wide PD360 assignments there after were very effective.
	Sustain:		6/30/2012 Continued professional development in a timely manner
	Evidence:		6/30/2012 PD360 summary reports are on file

Indicator	H3 - The principal includes evaluation of student outcomes in teacher evaluation. (927)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently, administration reviews all student data (attendance, academic, and discipline)and reviews the student tiered movement/growth/plans of action with teachers and tutors.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Ten of A.P. Hill Elementary's faculty and staff will be evaluated utilizing the William and Mary Teacher Performance Evaluation Tool. The remaining faculty and staff will be in fully participate in this initiative when the tool is fully adopted by the division. Teachers are evaluated based on their "smart goals" that are directly related to classroom instruction and student performance. The smart goal is a key component of the evaluation tool, as well as daily walk-thru observations.
	Target Date:		06/15/2012
Tasks:			
		1. Administration will conference with all teachers to review "smart goals" and expected student performance outcomes.	
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	06/15/2015
		Comments:	
		Task Completed:	06/18/2012
		2. Teachers will be ranked in order of efficacy utilizing observation tools (ie. formal and walk-thru observations).	
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	03/15/2012
		Comments:	
		Task Completed:	05/17/2012
		3. Administration will review all student data (ie. benchmark assessments, attendance, discipline, and state assessments) and student growth procentile movement.	
		Assigned to:	Erica Broudy
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012

		Comments:	
		Task Completed:	06/12/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 PLC meetings were very instrumental in creating a venue for open dialogue. Also creating training to help staff understand data and how to use it helped with the overall discussion and evaluation process.
	Sustain:		6/30/2012 Sustaining this objective can only occur through the increase of Professional Development and staff understanding the new evaluation process.
	Evidence:		6/30/2012 School data, Alternate Governance Meeting minutes, and staff evaluations are on file

Indicator	H4 - The principal makes the evaluation process transparent. (928)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/08/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal sets clear performance goals and expectations for teachers and allows for discussion in whole group and individually.	
Plan	Assigned to:	Kori Reddick	
	How it will look when fully met:	The teachers will be aware of clear performance goals and have input at each stage of the development and implementation. They will be provided the monetary incentives that are large enough to affect teacher behavior.	
	Target Date:	06/13/2014	
	Tasks:		
	1. The principal will explain the process of goal setting and how teachers will be rated.		
		Assigned to:	Kori Reddick
		Added date:	10/08/2013
		Target Completion Date:	10/31/2013
		Comments:	August 28, 2013 The principal explained the process of goal setting and how teachers will be rated. A follow-up was also held with teachers on August 29, 2013 due to additional questions teachers had.
	2. The principal will adhere to the guidelines set by HR for the newly established evaluation process and make it available for teacher review.		
		Assigned to:	Kori Reddick

		Added date:	10/08/2013
		Target Completion Date:	10/31/2013
		Comments:	August 28, 2013: The principal distributed faculty handbooks to staff which included the packet regarding the evaluation process and SMART goals. September 16 - 27: Draft goals were submitted to administration for review and feedback September 30, 2013: Initial goals were submitted and signed by administration.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	H5 - The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (929)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's administration conducted introductory training and provide continuous feedback/debriefing with Title I and External Lead Turnaround Partners regarding walk-thru observations and meetings.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		All A.P. Hill teacher data will be valid and available, as well as all performance indicators will have been met.
	Target Date:		06/15/2013
	Tasks:		
		1. Administration will meet with teachers to debrief, offer next steps, and support regarding all classroom observations.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/12/2013
		2. Teachers will be provided staff development on strategies to assist in increasing performance, student engagement, and time on task.	
		Assigned to:	Patricia Middleton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	05/10/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Observations were conducted and submitted using Observation360. Teachers were able to log in and review observations and documented comments between teachers and administration occurred.
	Sustain:		6/27/2013 Observation feedback and staff development will continue.
	Evidence:		6/27/2013 Observation copies, pd360 usage reports, and staff development agendas, meeting minutes, and signature pages.

Indicator	H6 - There is an established procedure for documenting the teacher evaluation process. (931)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/08/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal utilizes the procedure for documenting the teacher evaluation process that has been established by Petersburg City Public Schools	
Plan	Assigned to:	Kori Reddick	
	How it will look when fully met:	There will be a procedure in place set by the PCPS system for documenting teacher accountability for student results and whether they met their performance goals.	
	Target Date:	06/13/2014	
	Tasks:		
		1. The PCPS will adopt a new teacher evaluation system for the 2012-2013 school year.	
	Assigned to:	Stacie Parham	

		Added date:	10/08/2013
		Target Completion Date:	10/11/2013
		Comments:	The new teacher evaluation system was adopted and put into place during the 2012-2013 school year. The new teacher evaluation system is being used during the 2013-2014 school year.
		Task Completed:	09/30/2013
	2. The principal will adhere to the procedures outlined by PCPS to document the progress of each teacher.		
		Assigned to:	Kori Reddick
		Added date:	10/08/2013
		Target Completion Date:	06/13/2014
		Comments:	<p>August 28, 2013: The principal distributed faculty handbooks to staff which included the packet regarding the evaluation process and SMART goals. The principal reviewed goal setting with the staff to ensure understanding of how standard 7 would be rated.</p> <p>September 16 - 27: Draft goals were submitted to administration for review and feedback. The principal and assistant principal reviewed the goals for each teacher and provided suggestions for revisions. Each teacher was given feedback and had the opportunity to make revisions prior to the official first meeting to approve the goals. Teachers received binders from the principal to use for the documentation log.</p> <p>September 30, 2013: The principal and assistant principal met with each teacher to review the goals and review supporting data. The goals were rated and signed by both parties at the end of each individual meeting.</p> <p>September 30, 2013: Improvement plans implemented if necessary.</p>
Implement	Percent Task Complete:		Tasks completed: 1 of 2 (50%)

Indicator	H7 - The principal provides timely, clear, constructive feedback to teachers. (932)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		As part of A.P. Hill Elementary's evaluation process, walk-thru observations are done frequently and discussed with the teachers regarding areas of improvement and/or areas of strength.
Plan	Assigned to:		Stacie Parham
	How it will look when fully met:		A.P. Hill Elementary administrators will conduct daily walk-thru observations and provide feedback/professional development opportunities to address specific staff needs.
	Target Date:		06/15/2012
	Tasks:		
	1. Administrators will conduct a minimum of five walk-thru observations a day.		
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/12/2012
	2. Administration will conduct follow-up meetings with all staff observed prior to the next instructional day.		
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/13/2012
	3. Administration will revisit teachers previously observed and provide coaching through professional development.		
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012
		Comments:	

		Task Completed:	06/01/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Adhering to the observation schedule was very important in order to ensure staff observations and feedback.
	Sustain:		6/30/2012 Creating more resources that are readily available during feedback would be necessary to sustain this objective.
	Evidence:		6/30/2012 Walk-thru observations and the calendar are both on file

Indicator	H8 - The evaluation process is linked with the LEA's collective and individual professional development programs. (933)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:		Initial: Limited Development 10/08/2013
	Index:		6 (Priority Score x Opportunity Score)
	Priority Score:		2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The evaluation process is primarily used to monitor a teacher's instructional practices and effectiveness. Professional development is individualized to specific growth areas for the individual teacher and at the school level.
Plan	Assigned to:		Kori Reddick
	How it will look when fully met:		The principal will utilize the evaluation process to link with the district and school's collective and individual professional development programs.
	Target Date:		06/13/2014
	Tasks:		
	1. The principal will use the evaluation process to identify the professional development needs of a teacher		
	Assigned to:		Kori Reddick
	Added date:		10/08/2013

		Target Completion Date:	06/13/2014
		Comments:	<p>Teacher observations begin on September 3, 2013. After observations are completed, identified teachers are assigned PD360 sessions on classroom management and lesson planning. Professional development is also done during PLC meetings with administrators, using PD360 and PLC meetings with EdisonLearning.</p> <p>September 30, 2013: Improvement plans were implemented as needed.</p>
	2. The Principal with the assistant principal and Title I team will use student data in making strategic decisions about what professional development teachers need.		
		Assigned to:	Stacie Parham
		Added date:	10/11/2013
		Target Completion Date:	06/13/2014
		Comments:	<p>This has been an on-going process and will continue throughout the year.</p> <p>The following Staff development has been presented to the teachers: 9/9/2013 Grade Level PLC meetings with principal: teachers assigned PD360 assignment "Using Assessment Data to Improve Achievement and Creating Meaningful Student Achievement Goals." 9/17/2013 Grade level PLC meeting with External Partner (Jones): Interactive vocabulary notebooks. 9/18/2013 After school Professional Development: Unpacking the standards 9/21/2013 K-8 Balanced Literacy, Vocabulary Development and Writing Prompts, K-5 DRA Training and Phonemic Awareness, K-8 Identifying the Power Standards and creating a Collaborative Road Map, K-8 Multistep Word Problems, Graphing, Computation, Number Sense 9/23/2013 Grade Level PLC with principal: Student Engagement. School-wide book study with the book "Engaging students with poverty in mind." By Eric Jenson 9/24/2013 Grade Level PLC meeting with External Partner (Stewart-Gurley): math problem solving strategies 9/30/2013 Grade level meeting with Title I: ESL Objectives and Videos and Using the Scholastic Classroom Library. 10/01/2013 Grade level PLC with External Partner (Jones): Analyzing the pre-assessment writing data and using the data for instructional planning. 10/07/2013 Grade Level PLC What small Direct/Small group Instruction should look like. 10/14/2013 Grade Level PLC with Principal and Assistant Principal: Data analysis, student engagement, ESL lesson plan, and the purpose of Family Support. 10/15/2013 Grade Level PLC with External Partner</p>
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

Indicator	H9 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (934)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/11/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has a Leadership Team that meets bi-Monthly to discuss instructional practices, student achievement, and school goals.	
Plan	Assigned to:	Stacie Parham	
	How it will look when fully met:	The school Leadership team will continue to engage in continuous examination of school practices, guided by standards and indicators of effective district practice. The administrative team will use data from PD360 to link instructional practices to student's achievement and use that data to make decisions regarding teacher professional development and the need for additional instructional resources.	
	Target Date:	06/13/2014	
Tasks:			
		1. The administrative team will use Observation 360 to complete all observations using the Visible Learning/Formal Observation/student engagement templates.	
		Assigned to:	Stacie Parham
		Added date:	10/11/2013
		Target Completion Date:	06/13/2014
		Comments:	9/30/13: Observation 360 is used to input observation data. 9/30/13: Principal and AP use observation 360 to record walk through and formal observations and assign videos when assistance is needed in a specified area.
		2. The administrative team will view and print Observation reports to determine if professional development is needed for individuals, grade levels, or school staff as a whole.	
		Assigned to:	Stacie Parham
		Added date:	10/12/2013
		Target Completion Date:	06/13/2014
		Comments:	October 10, 2013: Reports were printed and viewed to review the types of information can be obtained from each template.
		3. The administrative team will review observation 360 reports to determine if there is a link between observed and non-observed features of the template and student achievement.	
		Assigned to:	Stacie Parham
		Added date:	10/12/2013
		Target Completion Date:	06/13/2014

		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)
Indicator	H14 - The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (939)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill serves as a pilot for the William & Mary Teacher Performance Tool for the 2011-2012 school year.	
Plan	Assigned to:	Tonya Shelton	
	How it will look when fully met:	A.P. Hill's teachers that are participating in the William & Mary Teacher Evaluation Tool will be eligible for the 2011-2012 performance pay.	
	Target Date:	06/15/2012	
	Tasks:		
	1. Teachers will create "Smart Goals" at the beginning of the school year to be assessed.		
		Assigned to:	Angela Raines
		Added date:	03/21/2012
		Target Completion Date:	10/31/2011
		Comments:	
		Task Completed:	10/31/2012
	2. Administration will conduct a series of formal observations and walk-thrus to assess teacher performance.		
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/08/2012
	3. Administration will meet with teachers for initial, mid-year, and end of year evaluation conferences to discuss "Smart Goal" progression.		
		Assigned to:	Tonya Shelton
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012

		Comments:	
		Task Completed:	06/18/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Professional development on the writing of S.M.A.R.T. Goals was extremely important in order for me to effectively monitor and attain this objective.
	Sustain:		6/30/2012 Professional development for all staff and time management is necessary to continue to sustain the efforts of meeting this objective.
	Evidence:		6/30/2012 Professional development registration and goals are on file

Indicator	H15 - The LEA/School has identified and established non-monetary incentives for performance. (940)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 03/15/2012
			Objective Met - 06/30/2012
	Index:		9 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		During the 2011-2012 school year, A. P. Hill is committed to recognize teachers that have shown excellence in multiple areas. (These recognitions range from "Staff Member of the Month", "Reading Rocket Winner", "Math Magicians", etc.)
Plan	Assigned to:		Stacie Parham
	How it will look when fully met:		A.P. Hill learning community will celebrate and recognize student achievement and teacher performance on a weekly basis.
	Target Date:		06/15/2012
	Tasks:		
	1. Classes that meet the school-wide performance goal on their bi-weekly and formative assessments (eValue and district-wide) will receive "Reading Rocket" and "Math Magician" recognition.		
	Assigned to:		Erica Broudy
	Added date:		03/21/2012
	Target Completion Date:		06/15/2012
	Comments:		
	Task Completed:		04/30/2012

		2. Classes that meet the school-wide performance goal on their bi-weekly and formative assessments (eValue and district-wide) will receive classroom celebrations and opportunities to shop in our school store using "Cougar Bucks".
		Assigned to: Erica Broudy
		Added date: 03/21/2012
		Target Completion Date: 06/15/2012
		Comments:
		Task Completed: 06/13/2012
		3. A.P. Hill will recognize exemplary teachers who exhibit excellence in the classroom and is recognized as a professional role model through the use of a peer evaluation checklist.
		Assigned to: Tonya Shelton
		Added date: 03/21/2012
		Target Completion Date: 06/15/2012
		Comments:
		Task Completed: 05/21/2012
Implement	Percent Task Complete:	
	Objective Met:	6/30/2012
	Experience:	6/30/2012 This objective allowed students an opportunity to take pride in their accomplishments. This objective also gave effective staff an opportunity to be used as models and assisting with the success of our building.
	Sustain:	6/30/2012 Continuing to allocate funds to provide incentives for students and staff that show achievement.
	Evidence:	6/30/2012 School calendar, Master Schedule, and Peer Observation checklist are all on file

Indicator	H17 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (942)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/29/2012
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill follows the current Evaluation system put in place by the district.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill's percentage of employee's with unsatisfactory evaluations will decrease.
	Target Date:		06/30/2012
Tasks:			
		1. Teacher's receiving unsatisfactory observations will receive immediate feedback and corrective actions from administration, Title I Specialists, and/or Lead Turnaround Partners (EdisonLearning).	
		Assigned to:	Tonya Shelton
		Added date:	06/30/2012
		Target Completion Date:	05/31/2012
		Comments:	
		Task Completed:	05/08/2012
	2. Lead Turnaround Partner (EdisonLearning) will serve as a coach and provide professional development for any employee receiving an unsatisfactory observation.		
		Assigned to:	Patricia Middleton
		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	

		Task Completed:	05/10/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 The partnership with EdisonLearning was vital in order to meet this objective. Open dialogue, data disaggregation, professional development, and planning were all key factors for the success of this objective.
	Sustain:		6/30/2012 The areas listed in the response to Question 1 are still necessary for sustaining this objective.
	Evidence:		6/30/2012 PLC agendas and Professional Development agenda are on file

Transformation Toolkit

Strand I: Providing Rigorous Staff Development

Indicator **I1 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (948)**

Status **Objective Met** 6/27/2013

Assessment	Level of Development:			Initial: Limited Development 11/01/2012	
				Objective Met - 06/27/2013	
	Index:			6	(Priority Score x Opportunity Score)
	Priority Score:			3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:			2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:			A.P. Hill's administration, Title I Team, and External Lead Turnaround Partners (EdisonLearning), meet regularly to discuss the calendar for professional development based on school, grade level, and/or individual needs.	
Plan	Assigned to:			Patricia Middleton	
	How it will look when fully met:			All teachers at A.P. Hill will be very familiar with and are able to implement/articulate new strategies to assist in increasing student performance levels.	
	Target Date:			06/15/2013	
Tasks:					
		1. EdisonLearning will provide differentiated instruction for individual/groups of teachers targeting specified areas of need based on current data and/or trends.			
		Assigned to:		Patricia Middleton	
		Added date:		02/08/2013	
		Target Completion Date:		06/15/2013	
		Comments:			
		Task Completed:		06/12/2013	
	2. Select teachers will be assigned PD360 segments to review and respond appropriately to.				
		Assigned to:		Patricia Middleton	
		Added date:		02/08/2013	
		Target Completion Date:		06/15/2013	
		Comments:			

		Task Completed:	05/03/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 In-service was provided during planning periods, after school staff development meetings, division staff development days and online using PD360. Using various days and hours, as well as online resources made it convenient for all staff to participate and broaden their professional knowledge.
	Sustain:		6/27/2013 LEA/School will continue to provide professional development for individual teachers based on their different experience, expertise and professional interests.
	Evidence:		6/27/2013 In-service signature sheets and agendas, as well as observation data from administration and partner EdisonLearning.

Indicator	I2 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (950)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 05/17/2012
			Objective Met - 06/30/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		All new teachers currently have mentors as well as participate in the district-wide mentor/mentee program.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill's first year teachers will provide effective classroom management and instructional delivery that is evident in observations and evaluations.
	Target Date:		06/15/2012
	Tasks:		
	1. First year teachers will be given opportunities for peer observations of effective teachers.		
		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	05/15/2012
		Comments:	
		Task Completed:	05/11/2012
	2. First year teachers will be assigned a mentor for the entire school year.		
		Assigned to:	Tonya Shelton
		Added date:	06/30/2012
		Target Completion Date:	10/15/2011
		Comments:	
		Task Completed:	10/14/2011
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Being a new principal to A.P. Hill, several observations were necessary prior to knowing the veteran staff that exhibited the skills that some of the new staff members needed to observe.
	Sustain:		6/30/2012 Planning prior to the beginning of the school year and creating a calendar of monthly meetings with administration is key.
	Evidence:		6/30/2012 Peer observation checklist and mentor/menthe listing are both on file

Indicator	I3 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (951)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 05/17/2012
			Objective Met - 06/30/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration, Title I Team, and External Turnaround Partner (EdisonLearning) provide differentiated professional development based on grade level/individual need. PD360 segments are also assigned to staff based on need.	
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		The A.P. Hill faculty/staff will be able to analyze data and articulate the specific needs for each child and employee for the overall success of the school.
	Target Date:		06/15/2012
	Tasks:		
		1. EdisonLearning will provide data disaggregation professional development training for all of A.P. Hill's Faculty/Staff.	
		Assigned to:	Patricia Middleton
		Added date:	06/27/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/03/2012
		2. Administration will complete at least one walk-thru observation each week for all staff.	
		Assigned to:	Tonya Shelton
		Added date:	06/27/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/12/2012
		3. Each week teachers, administration, and EdisonLearning will discuss data, student performance, and staff development needs during PLC meetings.	
		Assigned to:	Erica Broudy
		Added date:	06/27/2012
		Target Completion Date:	06/15/2012
		Comments:	

		Task Completed:	05/08/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Scheduled PLC meetings and EdisonLearning professional developments allowed for clear expectations to be articulated and carried out.
	Sustain:		6/30/2012 We will continue with the above mentioned, yet we will also incorporate several committees that will allow for more support.
	Evidence:		6/30/2012 PLC agendas and PD minutes/agendas are on file

Indicator	I4 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (952)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 05/17/2012
			Objective Met - 06/30/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently A.P. Hill's administration, Title I staff, and External Turnaround Partner (EdisonLearning) provides differentiated professional development.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		The number of employee's on professional growth plans and receiving unsatisfactory evaluations will significantly decrease.
	Target Date:		06/30/2012
	Tasks:		

		1. Data will reviewed and employee concerns discussed to guide professional development planning.	
		Assigned to:	Tonya Shelton
		Added date:	06/30/2012
		Target Completion Date:	06/30/2012
		Comments:	
		Task Completed:	06/18/2012
		2. Lead Turnaround Partners (EdisonLearning) will provide differentiated individual/grade level professional development to increase success rates.	
		Assigned to:	Patricia Middleton
		Added date:	06/30/2012
		Target Completion Date:	05/01/2012
		Comments:	
		Task Completed:	05/08/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 EdisonLearning providing, at a minimum, monthly professional development was vital to the growth attained. Also the review of data, and walk-thru observations, were vital tools used to make further decisions regarding PD.
	Sustain:		6/30/2012 We will continue sustaining our efforts by continuing with the above mentioned response.
	Evidence:		6/30/2012 Agendas and minutes are on file

Indicator	I5 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (953)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 10/31/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently teachers on each grade level have a common planning time that can be used 1-2 times a week for professional development.	
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		All teachers at A.P. Hill will learn from mentors, experts, and peers valuable strategies in order to become a true instructional leader.
	Target Date:		06/15/2013
Tasks:			
		1. Teachers will meet with grade level teachers to review current status of team on a weekly basis.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	05/10/2013
	2. Teachers will meet a minimum of one day per nine weeks to have a grade level planning day to review lesson plans, data, student acievement, etc.		
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	04/19/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Teachers met a minimum of twice a week for planning and data meetings. Teachers in grades 3-5 had one planning day a nine weeks to complete unit plans and review student data.
	Sustain:		6/27/2013 Teachers will continue to meet and review current status of team and student achievement.
	Evidence:		6/27/2013 Lesson plans, meeting agendas, meeting minutes, data analysis sheets.

Indicator	I6 - The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies. (955)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently A.P. Hill's administration, Title I Team, and External Lead Turnaround Partners, provide faculty/staff with a level of support so that new programs and strategies are addressed and revisited.
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		A.P. Hill's faculty/staff will be able to provide effective, student-centered, lessons that prepares students to master all objectives.
	Target Date:		06/15/2013
Tasks:			
		1. EdisonLearning will provide individual and/or group staff development for teachers regarding strategies to improve student achievement, student engagement, and time on task.	
		Assigned to:	Patricia Middleton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/12/2013
		2. All teachers will be assigned several PD360 assignments based on individual/school-based needs.	
		Assigned to:	Tonya Shelton
		Added date:	02/08/2013
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	05/10/2013
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 EdisonLearning conducted observations, reviewed data and met with administration and teachers to develop professional development based on school, individual teacher, and grade level needs. The principal assigned PD360 professional development to staff as needed.
	Sustain:		7/1/2013 Professional development will continue to be scheduled and conducted based on the need.
	Evidence:		7/1/2013 PD360 usage reports and professional development agenda and signature sheets can be used as evidence.

Indicator	I7 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (957)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 10/31/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration and Lead External Turnaround Partners (EdisonLearning) have collaborated to create a school-based professional development calendar for the 2012-2013 school year.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Teachers will be able to effectively Facilitate professional development sessions that focus on maintaining data management systems that generate, collect, analyze, and disseminate data to students and staff, and monitors intervention to ensure students receive additional time and support as needed.
	Target Date:		06/15/2013
Tasks:			
	1. Administration will assign PD360 assignments for all teachers.		
		Assigned to:	Tonya Shelton
		Added date:	11/07/2012
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	05/10/2013
	2. Administration and/or EdisonLearning will provide the staff with individual or group professional development opportunities focusing on specific needs.		
		Assigned to:	Patricia Middleton
		Added date:	11/07/2012
		Target Completion Date:	06/15/2013
		Comments:	

		Task Completed:	06/11/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 With a calendar in place general topics were planned and presented based on school data, student performance by question, sol results, and reading assessments/inventories.
	Sustain:		6/27/2013 A school based staff development calendar will continue to be used for school-wide staff development with individualized or team sessions planned based on needs of grade levels, individual teachers, and student needs/data.
	Evidence:		6/27/2013 PD360 usage reports and assignment reports, staff development agendas, meeting minutes, and signature sheets.

Indicator	I8 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (958)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school leaders (the principal, assistant principal, instructional specialist, reading specialist, and math specialist) observe and provide regular feedback to teachers to help them to improve their practice. It is essential to continue this practice with more targeted and intense assistance for teachers who demonstrate the need for improvement.	
Plan	Assigned to:	Stacie Parham	
	How it will look when fully met:	The school leaders will act as instructional leaders by providing specific feedback regularly to teachers that will help them to improve their practice. Evidence of teacher improvement will be documented through student achievement, observation forms and logs.	
	Target Date:	05/30/2014	
	Tasks:		
		1. The principal and school leaders will develop schedules for observations with follow-up feedback conferences within a day.	
		Assigned to:	Stacie Parham
		Added date:	10/12/2013
		Target Completion Date:	05/30/2014
		Comments:	<p>This is an ongoing task that will start at the beginning of the school year and continue throughout the year.</p> <p>Observation 360 is used to complete template. Once submitted, the teacher receives an email containing a link to the observation. The observation is also printed and provided to teachers. Teachers and administrators can comment to each other regarding observation feedback, as well as meet to verbally discuss feedback.</p>
		2. The principal will implement practices with proven success with previously low-performing students.	
		Assigned to:	Kori Reddick
		Added date:	10/12/2013
		Target Completion Date:	05/30/2014
		Comments:	Practices will be implemented by need based on student data throughout the year.
		3. School leaders will develop action plans based on student data by setting small, measurable goals that can be achieved monthly and quarterly.	
		Assigned to:	Grade Level Chairpersons
		Added date:	10/12/2013

		Target Completion Date:	05/30/2014
		Comments:	Student data will be reviewed each week in grade level meetings and during grade level PLC meetings with administration.
		4. The Principal and/school leaders will meet with grade level teams and staff often and regularly to disclose and discuss openly student results.	
		Assigned to:	Kori Reddick
		Added date:	10/12/2013
		Target Completion Date:	05/30/2014
		Comments:	September 9, 2013; Grade levels meet with the principal on Mondays to discuss weekly and or benchmark assessments and student progress. PD 360 assignments based on student data are discussed during these meetings as well.
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	I9 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (959)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/27/2012
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's Lead Turn Around Partners (EdisonLearning) provide professional development to all staff based on specific school-wide or individual need.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A higher percentage of "in-house" professional development will be facilitated by A.P. Hill's faculty/staff.
	Target Date:		06/15/2012
	Tasks:		
		1. Teachers whose data and/or observations indicate areas of concern will observe a colleague that shows strength in that particular area.	
		Assigned to:	Tonya Shelton
		Added date:	06/30/2012
		Target Completion Date:	05/11/2012
		Comments:	
		Task Completed:	05/11/2012
	2. External Lead Turnaround Partners will target areas to provide individual, grade level, and/or school professional development based on data/observations.		
		Assigned to:	Patricia Middleton

		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/19/2012
Implement	Percent Task Complete:		
	Objective Met:		
	Experience:		
	6/30/2012 Open dialogue and visibility has been instrumental in determine specific needs of staff. Also the weekly PLC meetings created opportunities to review data to determine areas for additional support.		
	Sustain:		
	6/30/2012 We will continue with the above mentioned efforts to sustain in meeting this objective.		
	Evidence:		
	6/30/2012 Professional Development schedule and PLC agendas are on file		

Indicator	I10 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (960)		
Status	Objective Met 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 10/31/2012
			Objective Met - 07/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently A. P. Hill's faculty and staff are assigned professional development assignments through PD360 and individual assignments.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		All members of the A.P. Hill organization will lead by example. Mentors and coaches are identified, and prepares teachers and students to assume various leadership roles in the school based on continuous professional development.
	Target Date:		06/14/2013
	Tasks:		
	1. Teachers and paraprofessionals will select a professional committee to join for the 2012-2013 school year.		
	Assigned to:		Stacie Parham
	Added date:		11/07/2012
	Target Completion Date:		10/15/2012
	Comments:		

		Task Completed:	10/18/2012
	2. Leadership team will create a list of professional committees for teachers and paraprofessionals to join.		
		Assigned to:	Mary Ann Easterday
		Added date:	11/07/2012
		Target Completion Date:	10/01/2012
		Comments:	
		Task Completed:	10/08/2012
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013
	Experience:		7/1/2013 The leadership team met to develop professional committees that staff members joined based on their interest in the committee. With staff member selected at least one committee.
	Sustain:		7/1/2013 Professional committees will need to be more active in the 2013-2014 school year.
	Evidence:		7/1/2013 Committee membership lists and minutes can all be used as evidence.

Indicator	I11 - The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (961)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 10/31/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A. P. Hill's faculty and staff are encouraged to have professional dialogue during Faculty Meetings, PLC Meetings, and Leadership Teams. Grade level teachers also have common planning time to place emphasis on professional collaboration.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill will have a school culture that learns and plans effectively together.
	Target Date:		06/14/2013
	Tasks:		
	1. Teachers will meet with their grade level/team a minimum of two times a week.		
		Assigned to:	Tonya Shelton

		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/12/2013
	2. Each grade level will have a minimum of two planning days to create action plans, lesson plans, disaggregate data, create centers/ activities, receive professional development, etc.		
		Assigned to:	Tonya Shelton
		Added date:	11/07/2012
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:	Teachers meet during their planning periods to collaborate and have professional dialogue. Some grade levels also met after school and on Saturdays to be able to have uninterrupted planning. Faculty meetings took place a minimum of twice a month for staff development and to provide teachers to share ideas across grade levels. Leadership teams meet on average 2-3 times a month.	
	Sustain:	Teams and meetings will continue to be conducted to provide staff with an opportunity to discuss and share professional dialogue, experiences, and successes as well as seek ideas to promote student academic success.	
	Evidence:	Meeting agendas and signature sheets.	

Transformation Toolkit

Strand J: Increasing Learning Time

Indicator	J1 - The principal is familiar with research and best practices associated with efforts to increase learning time. (962)		
Status	Objective Met 7/1/2013 7/1/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 07/01/2013 07/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's administration provides and/or schedules professional development and professional dialogues to faculty/staff based on specific readings, research, and/or best practices.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		The principal will dedicate herself to building a school that learns and plans together. Collaborating and teaming to improve student achievement will create the structure needs and will allow for collaborative solution planning and decision-making across all teams.
	Target Date:		06/14/2013
	Tasks:		
		1. All teachers will be given a book "Our Iceberg is Melting" to read and discuss as a team, and share how it relates to our organization.	
		Assigned to:	Leticia Byrd
		Added date:	11/07/2012
		Target Completion Date:	02/15/2013
		Comments:	
		Task Completed:	10/25/2012
		3. Teachers will complete a minimum of one PD360 assignment assigned by administration each nine week marking period.	
		Assigned to:	Tonya Shelton
		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	Teachers completed all assigned PD360 assignments.

		Task Completed:	06/13/2013
Implement	Percent Task Complete:		
	Objective Met:		7/1/2013 7/1/2013
	Experience:		<p>7/1/2013 "Our Iceberg is Melting" was purchased and given to each staff member to read and was discussed in PLC meetings. PD360 assignments were assigned to the staff each nine weeks and to individual teachers as needed.</p> <p>7/1/2013 Our Iceberg is Melting" was purchased and given to each staff member to read and was discussed in PLC meetings. PD360 assignments were assigned to the staff each nine weeks and to individual teachers as needed.</p>
	Sustain:		<p>7/1/2013 Shared book readings were a great way to get conversations going between staff members of various grade levels and should be continued. PD360 and other professional development opportunities will continue to shared and assigned to teachers based on need according to data review, observations, and conversations with teachers.</p> <p>7/1/2013 Shared book readings were a great way to get conversations going between staff members of various grade levels and should be continued. PD360 and other professional development opportunities will continue to shared and assigned to teachers based on need according to data review, observations, and conversations with teachers.</p>
	Evidence:		<p>7/1/2013 PD360 usage reports can be used as evidence, as well minute notes to show discussion of the book "Our Iceberg is Melting"</p> <p>7/1/2013 PD360 usage reports can be used as evidence, as well minute notes to show discussion of the book "Our Iceberg is Melting"</p>

Indicator	J2 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (963)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's administration and External Lead Turnaround Partners have collaborated to specifically identify targeted areas and have set specific goals that would benefit the overall

	development:	organization. The school actively communicates and collaborates with external agencies to build a team around the school and identifies creative and innovative ways to build school capacity to better meet the needs of students at risk of under achievement.
Plan	Assigned to:	Tonya Shelton
	How it will look when fully met:	A.P. Hill will be viewed as a positive part of the community, whereas business/community partners will serve as mentors, coaches, participate in school related events, and will donate specific items/funds to increase student achievement.
	Target Date:	06/30/2013
	Tasks:	
	1. A.P. Hill's Leadership Team will create a running list of areas and community partners to target.	
	Assigned to:	Michael Teasley
	Added date:	11/07/2012
	Target Completion Date:	01/15/2013
	Comments:	
	Task Completed:	02/11/2013
	2. The Leadership Team will assist the school counselor in planning, selecting, and scheduling a community career day for A.P. Hill.	
	Assigned to:	Shirley Wyatt
	Added date:	11/07/2012
	Target Completion Date:	06/14/2013
	Comments:	Community members came in on days available to them to present their careers to our fourth and fifth graders. A school wide-career day will be out next step.
	Task Completed:	03/15/2013
Implement	Percent Task Complete:	
	Objective Met:	6/27/2013
	Experience:	6/27/2013 Community partners visited the school and/or donated items.
	Sustain:	6/27/2013 The school leadership team and counselor will continue to involve community members and partners. A school-wide career day will be planned that will involve all students.
	Evidence:	6/27/2013 Counselor's notes from career day planning. Leadership team notes and list of community partners.

Indicator	J3 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (964)	
Status	Objective Met 6/30/2012	
Assessment	Level of Development:	Initial: Limited Development 06/29/2012
		Objective Met - 06/30/2012

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal shares updates and pertinent information aligned with instruction with parents through newsletters, flyers, and AlertNow.	
Plan	Assigned to:	Tonya Shelton	
	How it will look when fully met:	All of A.P. Hill's stakeholders will join forces and work together toward the overall success and mission of the school.	
	Target Date:	06/15/2012	
	Tasks:		
		2. A.P. Hill's faculty and staff will tour the school's servicing area to increase visibility and parent/school relations.	
		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	01/31/2012
		Comments:	
		Task Completed:	01/31/2012
		3. A parent advisory group will be formed to assist with strengthening the home/school relationship.	
		Assigned to:	Todd Pipkin
		Added date:	06/30/2012
		Target Completion Date:	03/31/2012
		Comments:	
		Task Completed:	02/08/2012
Implement	Percent Task Complete:		
	Objective Met:	6/30/2012	
	Experience:	6/30/2012 This objective allowed opportunities for our staff to join forces and be more visible in the community resulting in positive media and feedback.	
	Sustain:	6/30/2012 We will continue to strengthen our relationship with our parents and community for the overall success of our school.	
	Evidence:	6/30/2012 WTVR News 6 report, flyers, agenda, and Alternate Governance Meeting minutes	

Indicator	J4 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/27/2012
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Additional funding has been reallocated in the SIG grant and A.P. Hill budget to support the human resources needed for support.	
Plan	Assigned to:		Angelica Robinson
	How it will look when fully met:		A.P. Hill will reallocate funds to add the human resources necessary to allow greater percentages of student success rates.
	Target Date:		02/15/2012
	Tasks:		
		1. Tutors for students and coaches for select teachers will be hired to assist with implementing classroom small learning communities.	
		Assigned to:	Tonya Shelton
		Added date:	06/30/2012
		Target Completion Date:	02/15/2012
		Comments:	
		Task Completed:	02/21/2012
		2. Funds will be reallocated to support after-school tutoring for grades 3-5.	
		Assigned to:	Shanda Harris-Muhammad
		Added date:	06/30/2012
		Target Completion Date:	01/31/2012
		Comments:	
		Task Completed:	01/17/2012
		3. Several 3rd grade students will be selected, based on data, to receive tutoring services and mentorship from faith-based and corporate volunteers.	
		Assigned to:	Tiffany Cubbage
		Added date:	06/30/2012
		Target Completion Date:	01/31/2012
		Comments:	

		Task Completed:	01/17/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Ensuring the support for academic success, reallocating funds for after-school tutoring was extremely important. Having the option to reallocate funding allowed for the additional human resources needed to support our students and staff.
	Sustain:		6/30/2012 Ensuring tutoring/coaching is listed in the school and SIG budget
	Evidence:		6/30/2012 SIG budget and Alternate Governance Meeting minutes

Indicator	J5 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (966)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA continues to assist school leaders in networking with potential partners to support innovative projects.	
Plan	Assigned to:	Rosa Hobson	
	How it will look when fully met:	The LEA will assist school leaders in networking with potential partners and in developing partnerships that support innovative projects realizing that this collaboration is an avenue through which students' needs are met and achievement promoted.	
	Target Date:	06/13/2014	
	Tasks:		
		1. The Principal and Instructional Specialist will network with the LEA in developing new partnerships for the new school year.	

		Assigned to:	Rosa Hobson																					
		Added date:	10/12/2013																					
		Target Completion Date:	06/13/2014																					
		Comments:																						
	2. The principal will maintain previously developed partnerships through continued collaboaration efforts.																							
		Assigned to:	Kori Reddick																					
		Added date:	10/12/2013																					
		Target Completion Date:	06/27/2014																					
		Comments:	<p>8/25/13: The principal met with the pastor of Gilfield Baptist Church to discuss a continued partnership.</p> <p>8/26/13: Met with Ms. Foublass from the Department of Social Services representing the Smart Start Program regarding the partnership between the Department of Social Services and A. P. Hill. A calendar was created to set aside time for parenting classes for the families of A. P. Hill. These classes are scheduled to be held once per month.</p> <p>9/24/13: The pastor of Gilfield Baptist Church delivered 500 pairs of shoes to give to students.</p> <p>10/16/13: The first parenting class was held at A. P. Hill Elementary School. The class was led by Ms. Farid from Social Services. The topic of the class was How Parents can Help Teachers meet success with students.</p> <p>The schedule for the remaining classes is as follows:</p> <table><tr><td>2013</td><td>November 20</td><td>9:00 – 10:00 AM</td></tr><tr><td>2014</td><td>January 15</td><td>4:00 – 5:00</td></tr><tr><td></td><td>February 19</td><td>4:00 – 5:00</td></tr><tr><td></td><td>March 19</td><td>4:00 – 5:00</td></tr><tr><td></td><td>April 23</td><td>4:00 – 5:00</td></tr><tr><td></td><td>May 21</td><td>9:00 – 10:00 AM</td></tr><tr><td></td><td>*June 4</td><td>4:00 – 5:00</td></tr></table>	2013	November 20	9:00 – 10:00 AM	2014	January 15	4:00 – 5:00		February 19	4:00 – 5:00		March 19	4:00 – 5:00		April 23	4:00 – 5:00		May 21	9:00 – 10:00 AM		*June 4	4:00 – 5:00
2013	November 20	9:00 – 10:00 AM																						
2014	January 15	4:00 – 5:00																						
	February 19	4:00 – 5:00																						
	March 19	4:00 – 5:00																						
	April 23	4:00 – 5:00																						
	May 21	9:00 – 10:00 AM																						
	*June 4	4:00 – 5:00																						
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)																					

Indicator	J6 - The LEA/School creates and sustains partnerships to support extended learning. (967)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/29/2012
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill currently has partnerships with businesses that help fund incentives to help promote learning.
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		A.P. Hill's number of partners will increase and these partners will become vested in the overall success of the school through resources provided.
	Target Date:		06/30/2012
	Tasks:		
	1. Create a partnership with Virginia State University to secure tutors for students K-5.		
		Assigned to:	Todd Pipkin
		Added date:	06/30/2012
		Target Completion Date:	01/31/2012
		Comments:	
		Task Completed:	01/17/2012
	2. Increase partnerships with local businesses, banks, and churches.		
		Assigned to:	Todd Pipkin
		Added date:	06/30/2012
		Target Completion Date:	06/30/2012
		Comments:	
		Task Completed:	01/30/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Ensuring appropriate contact persons are assigned is vital. As well as ensuring all persons have been properly trained as to what is expected.
	Sustain:		6/30/2012 We will ensure a volunteer contact person is identified and continue to solicit partnerships for the overall success of our school.
	Evidence:		6/30/2012 Volunteer Handbook

Indicator	J7 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/29/2012
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's administration continues to revise the school's master schedule to ensure the best use of learning time.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Professional Development will be provided and differentiated based on the individual and/or grade level needs building more capacity school-wide.
	Target Date:		06/15/2012
	Tasks:		
		1. Lead Turnaround Partners (EdisonLearning) and administration will conduct walk-thru observations to assist in determining professional development needs of staff.	
		Assigned to:	Patricia Middleton
		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/12/2012
		2. School Master Schedule will be revised to ensure opportunities for new initiatives and remediation blocks.	
		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	04/16/2012
		Comments:	

		Task Completed:	04/16/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Revising Master Schedule to continue to meet the needs of our students and staff was critical. Also, ensuring time on task was evident at all times was measured through walk-thru observations.
	Sustain:		6/30/2012 We will continue with the above mentioned tasks in order to continue to meet the objective.
	Evidence:		6/30/2012 Observations and Master Schedules are on file

Indicator	J8 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 06/29/2012
			Objective Met - 06/30/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's administration and Title I team currently analyzes all data prior to meeting with staff.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		A.P. Hill students will show adequate academic growth based on the additional services and learning time received.
	Target Date:		06/15/2012
	Tasks:		
	1. Lead Turnaround Partner (EdisonLearning) and administration will hold weekly PLC meetings to compare data based on remediation and enrichment implementations.		

		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/08/2012
	2. Title I Team, Lead Turnaround Partner (EdisonLearning), and administration will disaggregated all data according to student services, small learning communities, skill, and class in order to show specific student/staff needs.		
		Assigned to:	Erica Broudy
		Added date:	06/30/2012
		Target Completion Date:	06/30/2012
		Comments:	
		Task Completed:	06/18/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Reviewing all available data allows the tools necessary to make concrete decisions.
	Sustain:		6/30/2012 We will continue to disaggregate data to serve as the driving force for instruction.
	Evidence:		6/30/2012 All data is on file

Transformation Toolkit				
Strand K: Reforming Instruction				
Indicator	K1 - The school has established a team structure among teachers with specific duties and time for instructional planning. (970)			
Status	Objective Met 6/30/2012			
Assessment	Level of Development:		Initial: Limited Development 11/27/2011	
			Objective Met - 06/30/2012	
	Index:	9	(Priority Score x Opportunity Score)	
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
	Describe current level of development:		Teachers have common grade level planning time. During this time data is discussed, disaggregated, and remediation plans are created. Also during this common planning time differentiated staff developments are scheduled with our external turnaround partners.	
Plan	Assigned to:		Tonya Shelton	
	How it will look when fully met:		Grade level teachers will have a common grade level planning time. During this time data will be discussed, disaggreagated, remediation/action plans will be created, students will be grouped based on tiers. Differentiated grade level and individual staff developments will be scheduled during this common planning time with external turnaround partners.	
	Target Date:		06/15/2012	
Tasks:				
		1. Teachers will lead data discussions during common grade level planning related to students that have mastered or not mastered objectives.		
		Assigned to:	Classroom Teachers	
		Added date:	11/28/2011	
		Target Completion Date:	06/15/2012	
		Comments:		
		Task Completed:	05/08/2012	
		2. Teachers will disaggregate data student by student and skill by skill.		
		Assigned to:	Administration and Classroom Teachers	
		Added date:	11/28/2011	
		Target Completion Date:	06/15/2012	
		Comments:		
		Task Completed:	05/08/2012	
		3. Teachers will create individual student remediation and action plans geared toward aligning activities with skill need to show mastery.		
		Assigned to:	Administration and Classroom Teachers	

		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	04/27/2012
	4. Administration and Edison Lead Turnaround Partners (LTP) will design staff developments differentiated for each grade level and individual teachers. Staff developments will require reflective journals, frameworks for implementation, and peer dialogue.		
		Assigned to:	Administration and Edison Lead Turnaround Partners
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/10/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Allowing opportunities for dialogue and review of all data were key factors for the overall success of this objective.
	Sustain:		6/30/2012 We will continue with weekly PLC meetings and data talks.
	Evidence:		6/30/2012 Data and PLC agendas are on file

Indicator	K2 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (971)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, A.P. Hill administration has put a Leadership Team and Achievement Team in place for the 2012-2013 school year. During these team meetings, student academic success and school improvement status are discussed.	
Plan	Assigned to:		Patricia Middleton
	How it will look when fully met:		Administration, Title I facilitators, and Leadership/Achievement teams will create processes for administration of all assessments, analyze achievement data for all groups of students, and ensure on-going staff development takes place for consistent data analysis and response. Data dashboards will be created to organize and present data at all levels.
	Target Date:		06/14/2013
	Tasks:		
		1. EdisonLearning will guide the Leadership Team on data disaggregation through professional development activities.	
		Assigned to:	Patricia Middleton
		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	05/21/2013
	2. Each week teachers, administration, and EdisonLearning staff will discuss data, student performance, and staff development needs during PLC meetings.		
		Assigned to:	Tonya Shelton
		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	

		Task Completed:	05/10/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		Data played a huge role in instructional planning and was discussed at leadership and PLC meetings.
	Sustain:		Student performance growth will continue to be monitored and remediation will be planned according to student data, item analysis and student learning styles.
	Evidence:		Staff development agenda and signature sheets, lesson plans, minutes from meetings, observation notes.

Indicator	K3 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (972)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Professional development has been scheduled and differentiated based on the needs of the individual teachers through PD 360 and the external turnaround partners.
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:		Center-based classroom instruction will be enhanced through an increase of rigor and mastery in daily lessons.
	Target Date:		06/15/2012
	Tasks:		
	1. William and Mary Teacher Performance Tool will be utilized to assess teacher quality.		
		Assigned to:	Tonya Shelton
		Added date:	11/28/2011

		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/18/2012
	2. Lead Turnaround Partners will facilitate weekly professional developments for grade levels and/or individual teachers.		
		Assigned to:	Todd Pipkin
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/08/2012
	3. Teachers will be grouped according to tiers of efficacy to determine rank of need.		
		Assigned to:	Tonya Shelton
		Added date:	11/28/2011
		Target Completion Date:	10/15/2012
		Comments:	
		Task Completed:	10/15/2012
	4. Teachers will view PD 360 lessons, respond in reflective journals and incorporate strategies into daily lessons.		
		Assigned to:	Teachers
		Added date:	11/28/2011
		Target Completion Date:	06/16/2012
		Comments:	
		Task Completed:	05/11/2012
Implement	Percent Task Complete:		
	Objective Met:		
	6/30/2012		
	Experience:		
	6/30/2012 We will continue to provide opportunities for faculty/staff growth through differentiation of individual and group PD.		
	Sustain:		
	6/30/2012 We will continue with the above mentioned tasks.		
	Evidence:		
	6/30/2012 PD summary reports are on file		

Indicator	K4 - The principal ensures that teachers align instruction with standards and benchmarks. (974)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Grade level teachers have a common planning time each day of the week. Grade levels meet with administration weekly to discuss lesson plans, pacing, and data.	
Plan	Assigned to:		Stacie Parham
	How it will look when fully met:		Currently according to grade level, all instructional staff meets a minimum of twice a week to plan lessons, align assessments, and to check pacing for each core area.
	Target Date:		06/14/2013
	Tasks:		
	1. Teachers will submit item analysis forms for each assessment to be discussed during weekly PLC meetings.		
		Assigned to:	Stacie Parham
		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	05/31/2013
	2. Title I facilitators and classroom teachers will submit a copy of all assessments for each core area to be used to assess objectives prior to the scheduled assessment date.		
		Assigned to:	Stacie Parham
		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	Assessment copies are not being submitted prior to assessment date.
		Task Completed:	05/06/2013
	3. Administration, Title I facilitators, and EdisonLearning Turnaround Partners will conduct weekly walk-thru observations to ensure pacing, instruction, and remediation are all aligned/implemented in order to increase student achievement.		
		Assigned to:	Tonya Shelton
		Added date:	11/07/2012
		Target Completion Date:	06/14/2013
		Comments:	

		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Item analysis forms were used by grade levels for planning of lessons remediation and enrichment. The forms were also used in data meetings with administration.
	Sustain:		6/27/2013 Item analysis sheets will continue to be used for instructional planning and monitoring of student skill progress.
	Evidence:		6/27/2013 Record of analysis sheets, copies of assessments, lesson plans, meeting agenda notes and observation notes.

Indicator	K5 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers meet with their grade levels each week to discuss pacing, lesson plans, and data. Teachers/grade levels meet with administration weekly to share where we currently stand and if any changes need to be made to any of the previously mentioned.	
Plan	Assigned to:		Mary Ann Easterday
	How it will look when fully met:		All students will have his or her instructional needs met regardless of ability level which will lead to academic success.
	Target Date:		06/14/2013
Tasks:			
		1. Teachers will meet each week to discuss and create effective lesson plans, notating meetings on "Grade Level Minute" forms.	
		Assigned to:	Stacie Parham
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/12/2013
		2. Teachers will meet weekly to discuss plans of action for remediation/enrichment of individual students.	
		Assigned to:	Tonya Shelton
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	

		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		Grade level teams met regularly and completed team agenda notes. Once a quarter, grade 3-5 teachers had a planning day to complete unit planning for the grading period.
	Sustain:		Grade level teams will need to continue to meet with administration and Title I to plan lessons based on student data and needs. Remediation/enrichment lessons should be planned and student tiers should continue to be used and tier movement monitored.
	Evidence:		Where are we now forms and meeting notes.

Indicator	K6 - All teachers, working in teams, differentiate and align learning activities with state standards. (976)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers meet during their common planning time to review pacing guide and create lesson plans correlated with state standards. Activities based on individual student needs are created and incorporated into center-based learning.	
Plan	Assigned to:		Stacie Parham
	How it will look when fully met:		Teachers will design lessons and activities with a focus on the essential elements of RTI: high-quality, research-based instruction for all students and interventions for struggling students, universal screening, progress monitoring, fidelity, and evaluation
	Target Date:		06/15/2012
	Tasks:		
	1. Teachers will use data to create engaging, rigorous, and relevant lesson plans aligned with state standards.		
		Assigned to:	Erica Broudy
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/08/2012
	2. Evidence of the utilization of Scope and Sequence incorporated into lesson plans will be monitored by administration.		
		Assigned to:	Erica Broudy
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	05/31/2012
	3. Weekly and Benchmark Assessment Data will be disaggregated weekly to ensure tracking of student skill mastery.		
		Assigned to:	Administration
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	

		Task Completed:	05/11/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Continuing to provide the faculty with current research and resources to ensure for success has proven to be needed.
	Sustain:		6/30/2012 We will continue to provide the faculty with all the tools necessary for growth and success.
	Evidence:		6/30/2012 Observations and lesson plans are on file

Indicator	K7 - All teachers assess student learning frequently using standards-based classroom assessments. (977)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A.P. Hill's administrative team, Title I team, and External Lead Turnaround Partners meet with teachers on a frequent basis to review item analysis data, strategies for remediation, and to review any assessment areas of concern.
Plan	Assigned to:		Elizabeth Frazier
	How it will look when fully met:		All content area assessments will be closely aligned with and formatted to the Virginia Standards of Learning Assessments.
	Target Date:		05/15/2013
	Tasks:		
	1. Teachers will submit copies of weekly assessments with lesson plans to be reviewed by Title I facilitators and administration.		
	Assigned to:		Stacie Parham

		Added date:	11/01/2012
		Target Completion Date:	05/15/2013
		Comments:	
		Task Completed:	05/10/2013
	2. During PLC meetings, teachers will provide administration with item analysis sheets based on weekly assessments to determine rigor of tests and need for remediation.		
		Assigned to:	Tonya Shelton
		Added date:	11/01/2012
		Target Completion Date:	05/15/2013
		Comments:	
		Task Completed:	05/31/2013
Implement	Percent Task Complete:		
	Objective Met:		
	6/27/2013		
	Experience:		
	6/27/2013 Weekly data meetings were held to discuss student assessment data and lesson planning. Assessment copies were submitted to Title I for review prior to copying.		
	Sustain:		
	6/27/2013 Title I staff and teachers will continue to review weekly assessments for alignment with essential knowledge, understanding and questions and to ensure rigor.		
	Evidence:		
	6/27/2013 Weekly assessment copies, data analysis sheets, meeting minutes, meeting agendas, meeting signature sheets and remediation documentation.		

Indicator	K8 - All teachers, working in teams, prepare standards-aligned lessons. (978)		
Status	Objective Met 6/27/2013		
Assessment	Level of Development:		Initial: Limited Development 11/01/2012
			Objective Met - 06/27/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have common grade level planning times giving them opportunities to discuss lesson plans, strategies, pacing, and individual student/classroom data.	
Plan	Assigned to:		Stacie Parham
	How it will look when fully met:		Teachers will expose students to various differentiated, rigorous, and engaging instructional methods that will increase student achievement.
	Target Date:		06/14/2013
	Tasks:		

		1. Teachers will participate in on-going, differentiated in-services related to providing lessons that incorporate remediation, technology, and center-based learning.	
		Assigned to:	Stacie Parham
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	Teachers completed in-service during planning periods, after school and on division staff development days. Teachers had to sign in for each in-service. Class room observations by administration and partner EdisonLearning documents the incorporation of differentiated engaging activities into classroom lessons.
		Task Completed:	06/13/2013
		2. All teachers will participate in "Paperless Wednesday" which allows for a day filled with hands-on, engaging activities.	
		Assigned to:	Stacie Parham
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	Classroom teachers developed lesson plans that included hands on engaging lessons during each core subject on paperless Wednesdays. Lesson plans and observations from administration and partner EdisonLearning document the use of such hands on activities.
		Task Completed:	06/12/2013
Implement	Percent Task Complete:		
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Students enjoyed paperless Wednesdays and were known for reminding teachers and administration that "Today is paperless Wednesday." Staff was receiving of all professional development provided and implemented strategies into their lessons and plans.
	Sustain:		6/27/2013 Staff will continue to have paperless days to ensure students are provided hands on activities.
	Evidence:		6/27/2013 Lesson plans and observation notes from administration and partner EdisonLearning.

Indicator	K9 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:		Initial: Limited Development 11/27/2011
			Objective Met - 06/30/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers meet as a team to plan lessons that are data driven. All teachers are given a framework of what the lesson design should mirror. Center-based instruction is incorporated daily also giving ample time for "teacher station" lessons.	
Plan	Assigned to:		Tonya Shelton
	How it will look when fully met:	Teacher-directed, small-group, center-based instruction as a follow-up to whole-group instruction. Teachers will make data driven instructional decisions. Student groupings will be engaging, interactive, and rearranged frequently in response to particular learning needs. Technology will be used to individualize instruction, provide a well-organized presentation of material, offer feedback, and allow students to progress at their own rate. Computer-based instruction will be aligned with the same standards and objectives that the teacher is addressing within the designated pacing of instruction.	
	Target Date:		06/15/2012
Tasks:			
		1. Framework will be designed for rigorous reading instruction geared around center-based learning.	
		Assigned to:	Erica Broudy
		Added date:	11/28/2011
		Target Completion Date:	11/15/2011
		Comments:	
		Task Completed:	11/03/2011
		2. Small learning communities will be formed with a focus on Remediation Recovery Math and Reading students facilitated by Title I Reading and Math Specialists. Lessons will focus on pacing and individual student needs.	
		Assigned to:	Lorraine Davis, Tiffany Cubbage and Mary Ann Easte
		Added date:	11/28/2011
		Target Completion Date:	11/15/2011
		Comments:	
		Task Completed:	11/15/2011

		3. Thirty minutes incorporated into the daily master schedule as an opportunity to remediate or enrich individual/small group student learning.	
		Assigned to:	Administration
		Added date:	11/28/2011
		Target Completion Date:	11/08/2011
		Comments:	
		Task Completed:	11/08/2011
		4. Master Resource Schedule revised to add IStation as a resource class, monitored by Instructional Specialist.	
		Assigned to:	Administration
		Added date:	11/28/2011
		Target Completion Date:	11/08/2011
		Comments:	
		Task Completed:	11/08/2011
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Teachers continued to plan together and discuss data to make the best decisions for instruction.
	Sustain:		6/30/2012 We will continue to adhere to the tasks put in place.
	Evidence:		6/30/2012 Lesson plans and data sheets are on file

Indicator	K10 - All teachers demonstrate sound homework practices and communication with parents. (980)		
Status	Objective Met 6/30/2012		
Assessment	Level of Development:	Initial: Limited Development 11/27/2011	
		Objective Met - 06/30/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Each students has an agenda to record daily homework assignments and quick notes to parents/guardians. Homework is to be differentiated based on individual student need. Parent communication is recorded in "Parent Communication Logs" that are monitored monthly by administration.	
Plan	Assigned to:	Stacie Parham	
	How it will look when fully met:	Daily homework assignments will be differentiated based on individual student needs.	
	Target Date:	06/15/2012	
	Tasks:		
	1. Homework will be monitored and followed up by teacher.		
	Assigned to:	Erica Broudy	
	Added date:	11/28/2011	
	Target Completion Date:	06/15/2012	
	Comments:		
	Task Completed:	06/12/2012	
	2. Teachers will provide relevant feedback on homework.		
	Assigned to:	Erica Broudy	
	Added date:	11/28/2011	
	Target Completion Date:	06/15/2012	
	Comments:		
	Task Completed:	06/12/2012	
	3. Parents/Guardians will understand the school-wide and classroom homework policies through teacher/parent communications.		
	Assigned to:	Administration and Teachers	
	Added date:	11/28/2011	
	Target Completion Date:	06/15/2012	
	Comments:		

		Task Completed:	06/12/2012
		4. Teachers will communicate with parents/guardians in regards to student progress; communication will be logged and monitored monthly.	
		Assigned to:	Administration
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/12/2012
Implement	Percent Task Complete:		
	Objective Met:		6/30/2012
	Experience:		6/30/2012 Re-enforcing the importance of the home/school relationship was vital in the success of this objective.
	Sustain:		6/30/2012 We will continue to provide the necessary support to create a stronger force between home and school
	Evidence:		6/30/2012 Parent/student handbook, monthly communication logs, and Wednesday folders are all on file

Indicator	K11 - All teachers employ effective classroom management. (981)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 11/01/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A.P. Hill's administration, Guidance Counselor, Leadership Team, and External Lead Turnaround Partners, developed a school-wide behavior management system for all teachers to enforce.	
Plan	Assigned to:	Stacie Parham	
	How it will look when fully met:	School-wide discipline will decrease my a minimum of 20% from the 2011-2012 school year.	
	Target Date:	06/13/2014	
	Tasks:		
	1. Teachers will teach code of conduct lessons the first week of school.		
		Assigned to:	Patricia Middleton
		Added date:	11/01/2012
		Target Completion Date:	09/15/2012
		Comments:	
		Task Completed:	09/14/2012

		2. Students exhibiting great behavior will have opportunities to be recognized as "Cougars of the Week" (names and pictures posted on display wall, announced over PA, and invited to "Cougar Party").	
		Assigned to:	Mary Ann Easterday
		Added date:	11/01/2012
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	10/22/2012
		3. Students will create class learning goals to be posted in a central location.	
		Assigned to:	Patricia Middleton
		Added date:	11/01/2012
		Target Completion Date:	01/15/2013
		Comments:	This task has been given back to the teacher for corrections.
		Task Completed:	12/18/2012
		4. Professional development sessions that focus on the learning environment will be held to assist teachers with finding strategies that maximize instructional time and minimize off task behaviors.	
		Assigned to:	Patricia Middleton
		Added date:	07/01/2013
		Target Completion Date:	06/13/2014
		Comments:	Discipline data does not show a decrease and staff development is needed to help teachers maximize instructional time by reducing the number of referrals and discipline problems that occur in their classrooms. The LEA has signed the school up to participate in the training and implementation of Positive Behavior and Intervention Support (PBIS) during the 2013-2014 school year; provided by TTAC. (8/14/13)
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)	

REQUIRED for Targeted Interventions**Targeted Intervention Indicators**

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)
------------------	--

Status	Tasks completed: 1 of 3 (33%)
---------------	-------------------------------

Assessment	Level of Development:		Initial: Limited Development 09/12/2013	
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		During the 2012-2013, A. P. Hill Elementary School used the iStation program to identify students by tiers for Reading. The eValue assessment by external partner Edisonlearning was used to identify students by tiers for mathematics. Currently A. P. Hill has acquired two new Response to Intervention programs (RTI): iReady (mathematics) & Renaissance Learning (Reading). The team is in the process of determining which assessments to use to identify students and what methods to use to ensure all students are appropriately identified	
Plan	Assigned to:		Stacie Parham	
	How it will look when fully met:		The Leadership Team will meet to discuss and select the procedure that will be used to identify students that are in risk of failing or in need of targeted invention.	
	Target Date:		06/20/2014	
Tasks:				
		1. The leadership team will analyze most recent data to identify students that show a need for remediation and/or intervention.		
		Assigned to:	Stacie Parham	
		Added date:	09/13/2013	
		Target Completion Date:	06/13/2014	
		Frequency:	twice monthly	
		Comments:	As of September 26, 2013, our data indicates the following: According to I-Ready Reading benchmark testing: READING: 27% (125 students) of students are Tier 1 - on or above level. 50% (233 students) are Tier 2 ; 1 level below 23% (106 students) are Tier 3; greater than 1 level below. Kindergarten: 55% of students performing below grade level 1st Grade: 77% of students performing below grade level 2nd Grade: 65% of students performing below grade level 3rd Grade: 73% of students performing below grade level 4th Grade: 83% of students performing below grade level 5th Grade: 94% of students performing below grade level	

MATH:

3% (16 students) are Tier 1; on or above grade level

40% (193 students) are Tier 2; 1 level below

57% (273 students) are Tier 3; 2 or more levels below.

Kindergarten: average of 97% of students below level

1st grade: average 99% of students are below level

2nd grade weaknesses: 89% of students below level in
Numbers and Operations

Algebraic Thinking 95% below level in Algebra and

Data 95% below level Measurement and

Geometry (Highest Performing level for grade 2)

3rd grade: At least 80% of students are below level in every
area

4th grade: At least 81% of students are below level in every
area

5th grade: At least 88% of students below level in area

The team decided that A P Hill will use the following process/
procedures to identify students in need of targeted
intervention:

Step 1: Complete Diagnostic Assessments (iReady Reading/
iReady Mathematics/ STAR)

Step 2: Disaggregate Data (Individual Student Achievement by
Skill & Classroom Performance Data by Skill)

Step 3: Group Students for Small Group Instruction
(Homogenous Grouping @ Teacher Station) based on the skill
targeted for corrective instruction

Step 4: Plan with team for corrective instruction/ Gather
necessary resources for implementation of lesson

Step 5: Lesson Implementation

Step 6: Progress Monitoring

Step 7: Go Back to Step 1 (Cyclical Process)

iReady Assessments, Weekly Assessments (Study Island, etc.);
Progress Monitoring within the iReady system will be used to
complete Math & Reading Skill Cards.

This is the first year of implementation of iReady, Renaissance
Learning and Interactive Achievement as a method of RTI it
will be necessary to make sure that the staff is properly
trained in all aspects of the programs. (9/12/13)

10/10/13: The team reviewed PALS Data. The summary is as
follows:

Grade 1: Fall 2013

Teacher	Students Tested	Students Identified
		Percentage Identified

Teacher 1	19	4	21%
Teacher 2	21	5	24%
Teacher 3	19	8	42%
Teacher 4	20	8	40%
Teacher 5	19	6	32%
Total Grade 1	98	31	32%

Grade 2: Fall 2013

Teacher	Students Tested	Students Identified	Percentage Identified
Teacher 1	20	7	35%
Teacher 2	19	4	21%
Teacher 3	20	13	65%
Teacher 4	20	3	15%
Total Grade 2	79	27	34%

Grade 3: Fall 2013

Teacher	Students Tested	Students Identified	Percentage Identified
Teacher 1	19	4	21%
Teacher 2	16	7	44%
Teacher 3	20	8	40%
Teacher 4	16	4	25%
Total Grade 3	71	23	32%

SPED (Self-Contained): Fall 2013

Teacher	Students Tested	Students Identified	Percent Identified
Teacher 1	4	2	50%
Teacher 2	5	4	80%
Total Grade 4	9	6	67%

A. P. Hill – Building-wide PALS: Fall 2013

A. P. Hill Grades 1-3	Students Tested	Students Identified	Percent Identified
Total	257	87	34%

**13 additional students were identified in the Spring. However, they were not identified in Fall. These additional 13 students will receive intervention services. Therefore, A. P. Hill has a total of 100 out of 257 students in grades 1 - 3 labeled as PALS identified which is 39% of the population.

10/10/13:

Each grade level uses formative assessment data from weekly tests to plan for small group instruction the following week. For example, the teacher station lesson plans are based on the skills that students have received a letter grade of D or F receives corrective instruction at the teacher station. All students receive small group instruction. The number of minutes at the teacher station varies depending on the Tier.

			<p>For example, Tier 1: 60 minutes per week at the teacher station/60 minutes per week I-Ready on line Tier 2: 90 minutes per week at the teacher station/ 75 minutes per week I-Ready on line Tier 3 : 90 minutes per week at the teacher station/ 75 minutes per week I-Ready on line</p>
		2. The leadership team will meet to discuss and select the procedure that will be used to identify students that are in risk of failing or in need of targeted intervention.	
		Assigned to:	Stacie Parham
		Added date:	09/13/2013
		Target Completion Date:	10/10/2013
		Comments:	<p>As of September 26, 2013, our data indicates the following:</p> <p>According to I-Ready Reading benchmark testing: READING: 27% (125 students) of students are Tier 1 - on or above level. 50% (233 students) are Tier 2 ; 1 level below 23% (106 students) are Tier 3; greater than 1 level below.</p> <p>Kindergarten: 55% of students performing below grade level 1st Grade: 77% of students performing below grade level 2nd Grade: 65% of students performing below grade level 3rd Grade: 73% of students performing below grade level 4th Grade: 83% of students performing below grade level 5th Grade: 94% of students performing below grade level</p> <p>MATH: 3% (16 students) are Tier 1; on or above grade level 40% (193 students) are Tier 2; 1 level below 57% (273 students) are Tier 3; 2 or more levels below.</p> <p>Kindergarten: average of 97% of students below level 1st grade: average 99% of students are below level</p> <p>2nd grade weaknesses: 89% of students below level in Numbers and Operations 95% below level in Algebra and Algebraic Thinking 95% below level Measurement and Data 72% of students below level in Geometry (Highest Performing level for grade 2)</p> <p>3rd grade: At least 80% of students are below level in every area</p> <p>4th grade: At least 81% of students are below level in every area</p> <p>5th grade: At least 88% of students below level in area</p> <p>The leadership team met and decided that A P Hill will use the following process/ procedures to identify students in need of targeted intervention:</p>

			<p>Step 1: Complete Diagnostic Assessments (iReady Reading/ iReady Mathematics/ STAR)</p> <p>Step 2: Disaggregate Data (Individual Student Achievement by Skill & Classroom Performance Data by Skill)</p> <p>Step 3: Group Students for Small Group Instruction (Homogenous Grouping @ Teacher Station) based on the skill targeted for corrective instruction</p> <p>Step 4: Plan with team for corrective instruction/ Gather necessary resources for implementation of lesson</p> <p>Step 5: Lesson Implementation</p> <p>Step 6: Progress Monitoring</p> <p>Step 7: Go Back to Step 1 (Cyclical Process)</p> <p>iReady Assessments, Weekly Assessments (Study Island, etc.); Progress Monitoring within the iReady system will be used to complete Math & Reading Skill Cards.</p>
		Task Completed:	09/26/2013
		3. The leadership team will establish a tracking system that will be used to record the progress of students.	
		Assigned to:	Stacie Parham
		Added date:	09/13/2013
		Target Completion Date:	06/13/2014
		Frequency:	twice monthly
		Comments:	<p>September 26, 2013:</p> <p>According to I-Ready Reading benchmark testing: READING: 27% (125 students) of students are Tier 1 - on or above level. 50% (233 students) are Tier 2 ; 1 level below 23% (106 students) are Tier 3; greater than 1 level below.</p> <p>Kindergarten: 55% of students performing below grade level 1st Grade: 77% of students performing below grade level 2nd Grade: 65% of students performing below grade level 3rd Grade: 73% of students performing below grade level 4th Grade: 83% of students performing below grade level 5th Grade: 94% of students performing below grade level</p> <p>MATH: 3% (16 students) are Tier 1; on or above grade level 40% (193 students) are Tier 2; 1 level below 57% (273 students) are Tier 3; 2 or more levels below.</p> <p>Kindergarten: average of 97% of students below level 1st grade: average 99% of students are below level 2nd grade weaknesses: 89% of students below level in Numbers and Operations 95% below level in Algebra and Algebraic Thinking 95% below level Measurement and Data 72% of students below level in Geometry (Highest Performing level for grade 2)</p>

			<p>3rd grade: At least 80% of students are below level in every area</p> <p>4th grade: At least 81% of students are below level in every area</p> <p>5th grade: At least 88% of students below level in area</p> <p>The leadership team met and decided that A P Hill will use the following process/ procedures to identify students in need of targeted intervention:</p> <p>Step 1: Complete Diagnostic Assessments (iReady Reading/ iReady Mathematics/ STAR)</p> <p>Step 2: Disaggregate Data (Individual Student Achievement by Skill & Classroom Performance Data by Skill)</p> <p>Step 3: Group Students for Small Group Instruction (Homogenous Grouping @ Teacher Station) based on the skill targeted for corrective instruction</p> <p>Step 4: Plan with team for corrective instruction/ Gather necessary resources for implementation of lesson</p> <p>Step 5: Lesson Implementation</p> <p>Step 6: Progress Monitoring</p> <p>Step 7: Go Back to Step 1 (Cyclical Process)</p> <p>Method of Tracking Students: iReady Assessments, Weekly Assessments (Study Island, etc.); Progress Monitoring within the iReady system will be used to complete Math & Reading Skill Cards.</p>
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school is in the process of implementing I-ready and Renaissance Learning to identify students in tier 1, tier 2, tier 3. Interventions, resources and strategies within the classroom are provided based on student need. The school is in the process of revising schedules to ensure that students will be provided the intervention that they need.	
Plan	Assigned to:	Rosa Hobson	
	How it will look when fully met:	The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students with a specific time frame for completion of the intervention.	

	Target Date:	06/13/2014																																																																																								
	Tasks:																																																																																									
	1. Bi-monthly discussions during Leadership Team meetings will be held regarding the use of STAR, iReady, and Interactive Achievement that are used to meet the needs of the Tier 1, Tier 2, and Tier 3 students.																																																																																									
	Assigned to:	Rosa Hobson																																																																																								
	Added date:	09/13/2013																																																																																								
	Target Completion Date:	06/13/2014																																																																																								
	Frequency:	twice monthly																																																																																								
	Comments:	<p>This is the first year of implementation of iReady, Renaissance Learning and Interactive Achievement as a method of RTI it will be necessary to make sure that the staff is properly trained in all aspects of the programs. (9/12/13)</p> <p>10/10/13: The team reviewed PALS Data. The summary is as follows:</p> <p>Grade 1: Fall 2013</p> <table><tr><td>Teacher</td><td>Students Tested</td><td>Students Identified</td><td>Percentage Identified</td></tr><tr><td>Teacher 1</td><td>19</td><td>4</td><td>21%</td></tr><tr><td>Teacher 2</td><td>21</td><td>5</td><td>24%</td></tr><tr><td>Teacher 3</td><td>19</td><td>8</td><td>42%</td></tr><tr><td>Teacher 4</td><td>20</td><td>8</td><td>40%</td></tr><tr><td>Teacher 5</td><td>19</td><td>6</td><td>32%</td></tr><tr><td>Total Grade 1</td><td>98</td><td>31</td><td>32%</td></tr></table> <p>Grade 2: Fall 2013</p> <table><tr><td>Teacher</td><td>Students Tested</td><td>Students Identified</td><td>Percentage Identified</td></tr><tr><td>Teacher 1</td><td>20</td><td>7</td><td>35%</td></tr><tr><td>Teacher 2</td><td>19</td><td>4</td><td>21%</td></tr><tr><td>Teacher 3</td><td>20</td><td>13</td><td>65%</td></tr><tr><td>Teacher 4</td><td>20</td><td>3</td><td>15%</td></tr><tr><td>Total Grade 2</td><td>79</td><td>27</td><td>34%</td></tr></table> <p>Grade 3: Fall 2013</p> <table><tr><td>Teacher</td><td>Students Tested</td><td>Students Identified</td><td>Percentage Identified</td></tr><tr><td>Teacher 1</td><td>19</td><td>4</td><td>21%</td></tr><tr><td>Teacher 2</td><td>16</td><td>7</td><td>44%</td></tr><tr><td>Teacher 3</td><td>20</td><td>8</td><td>40%</td></tr><tr><td>Teacher 4</td><td>16</td><td>4</td><td>25%</td></tr><tr><td>Total Grade 3</td><td>71</td><td>23</td><td>32%</td></tr></table> <p>SPED (Self-Contained): Fall 2013</p> <table><tr><td>Teacher</td><td>Students Tested</td><td>Students Identified</td><td>Percent Identified</td></tr><tr><td>Teacher 1</td><td>4</td><td>2</td><td>50%</td></tr><tr><td>Teacher 2</td><td>5</td><td>4</td><td>80%</td></tr></table>	Teacher	Students Tested	Students Identified	Percentage Identified	Teacher 1	19	4	21%	Teacher 2	21	5	24%	Teacher 3	19	8	42%	Teacher 4	20	8	40%	Teacher 5	19	6	32%	Total Grade 1	98	31	32%	Teacher	Students Tested	Students Identified	Percentage Identified	Teacher 1	20	7	35%	Teacher 2	19	4	21%	Teacher 3	20	13	65%	Teacher 4	20	3	15%	Total Grade 2	79	27	34%	Teacher	Students Tested	Students Identified	Percentage Identified	Teacher 1	19	4	21%	Teacher 2	16	7	44%	Teacher 3	20	8	40%	Teacher 4	16	4	25%	Total Grade 3	71	23	32%	Teacher	Students Tested	Students Identified	Percent Identified	Teacher 1	4	2	50%	Teacher 2	5	4	80%
Teacher	Students Tested	Students Identified	Percentage Identified																																																																																							
Teacher 1	19	4	21%																																																																																							
Teacher 2	21	5	24%																																																																																							
Teacher 3	19	8	42%																																																																																							
Teacher 4	20	8	40%																																																																																							
Teacher 5	19	6	32%																																																																																							
Total Grade 1	98	31	32%																																																																																							
Teacher	Students Tested	Students Identified	Percentage Identified																																																																																							
Teacher 1	20	7	35%																																																																																							
Teacher 2	19	4	21%																																																																																							
Teacher 3	20	13	65%																																																																																							
Teacher 4	20	3	15%																																																																																							
Total Grade 2	79	27	34%																																																																																							
Teacher	Students Tested	Students Identified	Percentage Identified																																																																																							
Teacher 1	19	4	21%																																																																																							
Teacher 2	16	7	44%																																																																																							
Teacher 3	20	8	40%																																																																																							
Teacher 4	16	4	25%																																																																																							
Total Grade 3	71	23	32%																																																																																							
Teacher	Students Tested	Students Identified	Percent Identified																																																																																							
Teacher 1	4	2	50%																																																																																							
Teacher 2	5	4	80%																																																																																							

				<div>Total Grade 496</div> <div>67%</div> <div>A. P. Hill – Building-wide PALS: Fall 2013</div> <div>A. P. Hill Grades 1-3Students TestedStudents Identified</div> <div>Percent Identified</div> <div>Total25787</div> <div>34%</div> <div>**13 additional students were identified in the Spring. However, they were not identified in Fall. These additional 13 students will receive intervention services. Therefore, A. P. Hill has a total of 100 out of 257 students in grades 1 - 3 labeled as PALS identified which is 39% of the population.</div> <div>10/10/13:</div> <div>Each grade level uses formative assessment data from weekly tests to plan for small group instruction the following week. For example, the teacher station lesson plans are based on the skills that students have received a letter grade of D or F receives corrective instruction at the teacher station. All students receive small group instruction. The number of minutes at the teacher station varies depending on the Tier. For example,</div> <div>Tier 1: 60 minutes per week at the teacher station/60 minutes per week I-Ready on line</div> <div>Tier 2: 90 minutes per week at the teacher station/ 75 minutes per week I-Ready on line</div> <div>Tier 3 : 90 minutes per week at the teacher station/ 75 minutes per week I-Ready on line</div>
		2. The Leadership Team will identify ways to integrate test-taking strategies into literacy instruction.		
		Assigned to:	Stacie Parham	
		Added date:	09/13/2013	
		Target Completion Date:	06/13/2014	
		Frequency:	twice monthly	
		Comments:	A. P. Hill is currently in the process of adding more laptops to ensure that all grade levels have access to the Internet based portion of all RTI programs.	
		3. The Leadership Team and grade level teams will develop schedules to meet the needs of Tier 2 and Tier 3 students.		
		Assigned to:	Kori Reddick	
		Added date:	09/13/2013	
		Target Completion Date:	06/13/2014	
		Frequency:	monthly	
		Comments:	<div>10/10/13: The team reviewed PALS Data. The summary is as follows:</div> <div>Grade 1: Fall 2013</div> <div>TeacherStudents TestedStudents Identified</div> <div>Percentage Identified</div>	

Teacher 1	19	4	21%
Teacher 2	21	5	24%
Teacher 3	19	8	42%
Teacher 4	20	8	40%
Teacher 5	19	6	32%
Total Grade 1	98	31	32%

Grade 2: Fall 2013

Teacher	Students Tested	Students Identified	Percentage Identified
Teacher 1	20	7	35%
Teacher 2	19	4	21%
Teacher 3	20	13	65%
Teacher 4	20	3	15%
Total Grade 2	79	27	34%

Grade 3: Fall 2013

Teacher	Students Tested	Students Identified	Percentage Identified
Teacher 1	19	4	21%
Teacher 2	16	7	44%
Teacher 3	20	8	40%
Teacher 4	16	4	25%
Total Grade 3	71	23	32%

SPED (Self-Contained): Fall 2013

Teacher	Students Tested	Students Identified	Percent Identified
Teacher 1	4	2	50%
Teacher 2	5	4	80%
Total Grade 4	9	6	67%

A. P. Hill – Building-wide PALS: Fall 2013

A. P. Hill Grades 1-3	Students Tested	Students Identified	Percent Identified
Total	257	87	34%

**13 additional students were identified in the Spring. However, they were not identified in Fall. These additional 13 students will receive intervention services. Therefore, A. P. Hill has a total of 100 out of 257 students in grades 1 - 3 labeled as PALS identified which is 39% of the population.

10/10/13:

Each grade level uses formative assessment data from weekly tests to plan for small group instruction the following week. For example, the teacher station lesson plans are based on the skills that students have received a letter grade of D or F receives corrective instruction at the teacher station. All students receive small group instruction. The number of minutes at the teacher station varies depending on the Tier.

			For example, Tier 1: 60 minutes per week at the teacher station/60 minutes per week I-Ready on line Tier 2: 90 minutes per week at the teacher station/ 75 minutes per week I-Ready on line Tier 3 : 90 minutes per week at the teacher station/ 75 minutes per week I-Ready on line
		4. Staff members will participate in staff development related to the implementation of Internet based RTI programs.	
		Assigned to:	Kori Reddick
		Added date:	09/13/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	August 26, 2013: Teachers received iReady training for implementation of the program. September 6, 2013: 48 new laptops received for implementation of RTI in small groups; waiting on laptops to be imaged for use.
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, the Leadership Team and the grade level teams meet to review student data and progress as well as identify strategies to improve the achievement of students needing intervention. There is a need for viewpoints during the meetings from a multidisciplinary team to ensure fidelity and effectiveness.	
Plan	Assigned to:	Kori Reddick	
	How it will look when fully met:	The school will use an effective documented progress monitoring process. There will be a multidisciplinary team that meets regularly to review and analyze the outcome data of the targeted invention students and identify strategies for additional instruction.	
	Target Date:	06/13/2014	
	Tasks:		
	1. Grade level meetings will be held weekly with members of the leadership team.		
	Assigned to:	Kori Reddick	

		Added date:	09/13/2013
		Target Completion Date:	06/13/2014
		Frequency:	twice monthly
		Comments:	<p>The following Grade level meetings have been help with members of the leadership team:</p> <p>September 9, 2013: First Weekly PLC Meeting held with principal and grade level teams.</p> <p>September 16, 2013 PLC meetings were conducted with Ms. Reddick. Discussion included diagnostic data from I-Ready reading and math, Star, Interactive Achievement and STmath. Meeting also included teachers sharing their SMART Goal draft related to the teacher evaluation measure standard 7.</p> <p>9/9/2013 Grade Level PLC meetings with principal: teachers assigned PD360 assignment "Using Assessment Data to Improve Achievement and Creating Meaningful Student Achievement Goals."</p> <p>9/17/2013 Grade level PLC meeting with External Partner (Jones): Interactive vocabulary notebooks.</p> <p>9/18/2013 After school Professional Development: Unpacking the standards</p> <p>9/21/2013 K-8 Balanced Literacy, Vocabulary Development and Writing Prompts, K-5 DRA Training and Phonemic Awareness, K-8 Identifying the Power Standards and creating a Collaborative Road Map, K-8 Multistep Word Problems, Graphing, Computation, Number Sense</p> <p>9/23/2013 Grade Level PLC with principal: Student Engagement. School-wide book study with the book "Engaging students with poverty in mind." By Eric Jenson</p> <p>9/24/2013 Grade Level PLC meeting with External Partner (Stewart-Gurley): math problem solving strategies</p> <p>9/30/2013 Grade level meeting with Title I: ESL Objectives and Videos and Using the Scholastic Classroom Library.</p> <p>10/01/2013 Grade level PLC with External Partner (Jones): Analyzing the pre-assessment writing data and using the data for instructional planning.</p> <p>10/07/2013 Grade Level PLC What small Direct/Small group Instruction should look like.</p> <p>10/14/2013 Grade Level PLC with Principal and Assistant Principal: Data analysis, student engagement, ESL lesson plan, and the purpose of Family Support.</p> <p>10/15/2013 Grade Level PLC with External Partner</p>
	2. During weekly grade level meetings, each teacher will discuss their students' data using documentation from formative and summative assessments and assess strategies used for instruction as to their effectiveness or ineffectiveness.		
		Assigned to:	Kori Reddick
		Added date:	09/13/2013
		Target Completion Date:	06/13/2014
		Frequency:	twice monthly
		Comments:	
	3. The administration along with the Leadership Team will monitor grade level data and teacher observation data regularly and make recommendations for staff development for individuals or groups.		
		Assigned to:	Kori Reddick

		Added date:	09/13/2013
		Target Completion Date:	06/13/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)